



ANNUAL REPORT

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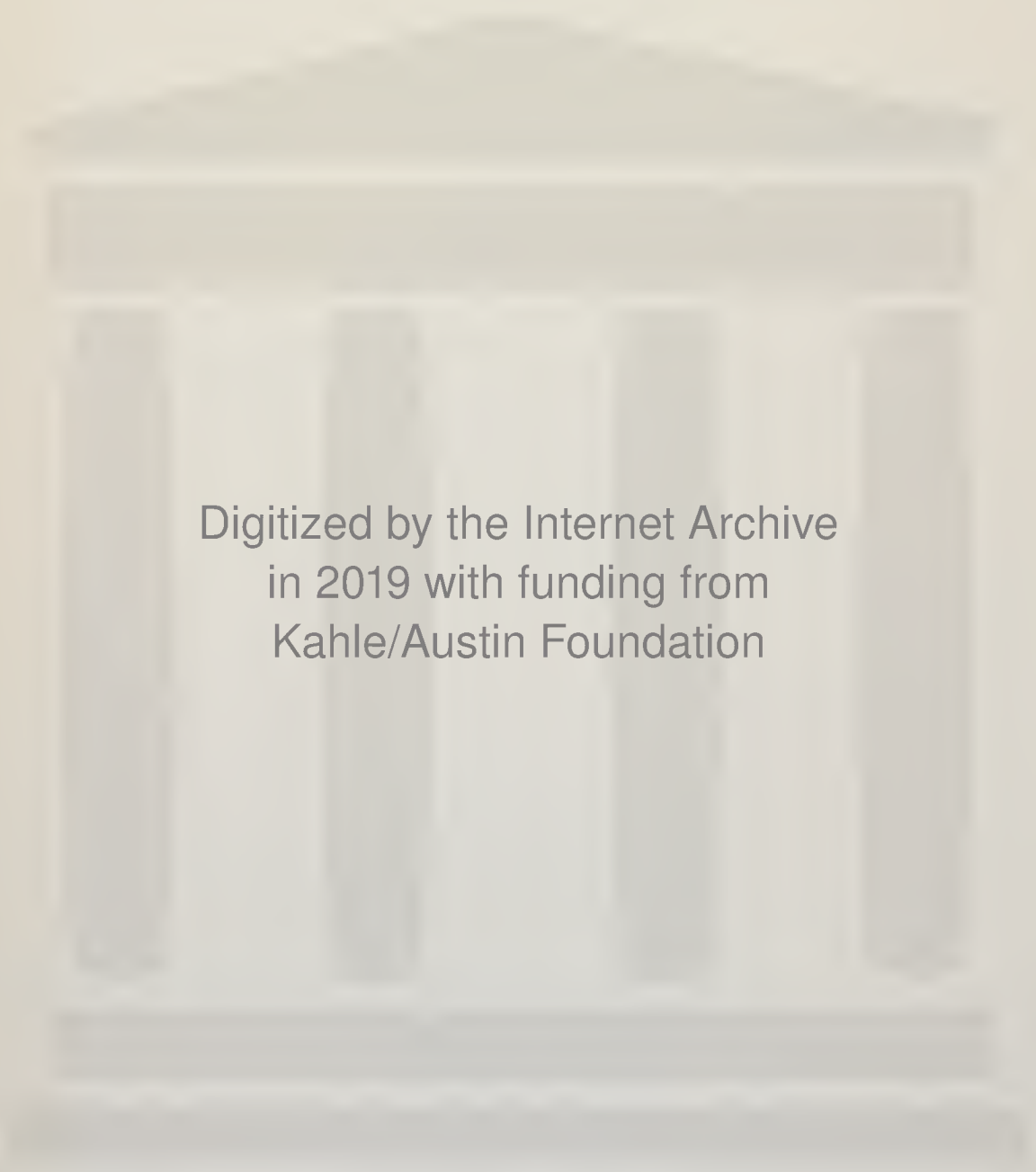
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From the President's Office—

HOW TO THINK ABOUT COLLEGE



HOW TO THINK ABOUT COLLEGE

Over the dinner table this winter several million Americans will argue the same perplexing questions: Should Johnny (or Jane) go to college? And if so to which college?

The Johnnies and Janes, a million or more of them, will participate actively or passively, wholeheartedly or resentfully, while mothers, fathers, sisters, and brothers pull and haul at a problem they only partly understand. All concerned deserve more help than they have received to date in comprehending the nature of the decision and the ways in which they can cope with it.

We fall into the habit of thinking that our society is shaped primarily by the decisions of its leaders, and somewhat less directly by the periodic choices of voters. In truth the shaping is accomplished day by day in untold millions of decisions on the part of individuals. Among these shaping decisions not many are as important as those that young people make, or allow others to make for them, concerning the roles they will play in life. Most societies in history have allowed little choice: the individual's role was pretty well determined for him at birth. In our society the range of choice is wide; and nothing is more central to that choice than decisions relating to education.

The educational decisions of young people—among other things—will determine whether we have an adequate supply of educated talent to perform the intricate tasks of a modern society and to provide the broad base of leadership essential to democracy. It is now apparent to all how heavily we must depend upon educated talent if we are to play the role that free world leadership demands, and if we are to keep our society vigorous and creative.

Vigor and creativity are by no means the least of these stately objectives. On the contrary, they are the heart of everything. A society in which the young people have lost their boldness and sense of adventure, their zest for exploration and risk-taking, and their capacity

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for dedication—such a society is headed for the history books. We shall want to examine carefully the charge that our young people are governed by a love of security and an inclination to conformity. But, as we shall see, they may not be the most appropriate target for such criticism.

It is not easy to arrive at generalizations that will hold good for the great variety of people who face the college decision: wealthy parents and impoverished parents; highly educated parents and barely literate parents; those who want their boy to study Latin and those who want their boy to study air-conditioning; boys and girls at every level of ability; ambitious youngsters and lethargic youngsters; those who want an education with a quick pay-off and those willing to build for the long future. Yet even with such variety there are some things which may be said.

Whose Decision Is It?

Let us begin at the beginning. How far should young men and women make their own selection of a college; how far should they be influenced by parental views? It is the familiar issue of the young person's independence of decision. The old-fashioned answer was unequivocal: mother and father knew best. The swing of the pendulum brought a generation of parents who leaned too far in the other direction. Having experienced both extremes, we may be in a position to be sensible.

It is true that parents are apt to be more experienced in making such decisions, and have a degree of wisdom about the use of one's abilities and the demands of life. And they probably understand things about the young person which he himself does not understand. It would be wasteful not to put these resources at the disposal of the young man or woman.

Parents can help

But it is not necessarily true, given the rapidity of educational change, that parents are better informed in the matters relevant to a decision. In addition, the decision involves a weighing of intangibles, and the young man or woman may be the best judge of some of these.

How to Think About College

Finally, college is the beginning of the young person's independent life, and it is in the spirit of that independence that he should take the lead in reaching a decision. If he is mature enough to attend college, he is mature enough to choose his college. Parents may put information at his disposal, and assist him if he is undecided. But it is not their decision.

Is College Inevitable?

The first question is whether to go to college at all. The most important thing to be said about the decision is that it should be explored as early in high school as possible. Then the youngster who decides to try for college may include in his studies the appropriate preparatory subjects.

Whether or not the boy or girl is college material need not be regarded by parents as a mystery to be solved only by a college admissions officer or by highly technical testing procedures. Any sensible parent may begin early making fairly realistic judgments of the academic aptitude of his child. If the parent does not smother the evidence in emotional defenses and wishful thinking, he may arrive at a moderately sound appraisal of the child's abilities. The problem is not so much that ability is an inscrutable thing, but that parents are not always willing to weigh the evidence dispassionately. Often they overestimate the child's ability, for the understandable—but profoundly regrettable—reason that their vanity cannot accept any other appraisal. And perhaps just as often they underestimate it because they resent his not coming up to standards they have set for him, or because they are unwilling to judge him in terms of his own age level.

Who should go?

Although the parent will gain valuable evidence of his youngster's aptitudes from out-of-school situations, the most relevant information on college performance is school performance. And the most relevant question is: "How does he do in his straight 'academic' subjects: history, science, languages, and—most important of all—English and mathematics?" Though teachers may be reluctant to make general

judgments concerning the child's capacity, they will usually talk freely of performance in specific subjects, and may be willing to give some indication of where he stands in his class. The young person's standing on aptitude and achievement tests can provide very important additional information.

The close decision

In short, both parent and youngster will want to evaluate a variety of evidence before arriving at a judgment. If an early review of the evidence points to a close decision, the decision probably should be in favor of college. It is easier to prepare for college and later decide against it, than not to prepare and try later to repair the omission.

If all of the various ways of appraising the youngster's abilities suggest that he is college material, he should be encouraged from the beginning of high school to think about college. This is not to say that he *must* go to college. He may choose to develop his talent in some setting other than college. Or he may choose not to develop it; everyone has an inalienable right to waste his talent if he so wishes. But every talented youngster should understand that he can better serve both himself and his country if he accepts the opportunity to develop his native gifts. This seems crushingly obvious advice, yet every year large numbers of gifted young men and women fail to apply to college simply because no one ever bothered to awaken in them a realization of their potentialities and a grasp of what college could mean in their lives.

If the young person is obviously *not* college material, he will need just as much constructive concern for his future. It may be a somewhat different future, but it still needs to be intelligently planned for. There is in this country a distressing overemphasis on college education as a guarantor of economic success, social acceptability, and general human worth. In view of the fact that even today little more than one out of three Americans go to college, it is disturbing to encounter widespread social attitudes which seem to equate a college education with human dignity and the right to hold one's head up in the world. Nothing could be sillier. College should be regarded as one kind of education beyond high school, suitable for those whose

How to Think About College

particular aptitudes and motivations fit them for that kind of further education.

The excessive emphasis on college education as the only “respectable” outcome for a young man or woman has created a cruel narrowing of the conception of personal development beyond high school. The young person whose aptitudes or motivations are not such as to lead him to college still may look forward to years of important personal growth, years of learning and maturing, years of developing special skills and competencies. Providing the best context for such growth is a challenge which no conscientious parent will ignore.

*Many roads
to success*

The greatest problem for parents is the borderline group which may or may not be college material. Colleges differ so greatly that for such students the question can only be answered in terms of the specific college. The individual must be exceedingly gifted to get into some institutions. He can get into others with not much more than average intelligence. He can get into a few even if he is below average, though he is unlikely to do well.

The parent’s exploration of possible choices will be infinitely easier if he does not approach it with strong preconceived notions that his child *must* go to college, or must go to a specific institution that the parent himself regards as reputable.

The Late Bloomer

The question of whether the high school graduate should go to college need not be answered with a “yes” or a “no.” It may be answered with a “not now.” Some boys and girls need to achieve a bit of maturity before they can understand the value of education. Some need to see something of the world before they can appraise their own need for further training. Some need to achieve some independence of their parents before they can learn that education is not just a dirty trick thought up by their elders.

The “late bloomer” is usually a boy. Girls tend to develop in fairly predictable fashion, but the boy may go through a protracted period of dawdling, aimlessness, and interest in everything but his own edu-

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cation. Sometimes he wakes up when he looks for a job and discovers the value the world puts on education. Sometimes military training immediately after high school serves as an awakening experience. Sometimes he meets a girl.

If the young person has talents which he is not developing, his parents must seek for him the maturing experience which may arouse him. It may be travel, it may be a job, it may be going away to school, or it may be one or another kind of discipline. But discipline may work both ways: parents sometimes subject the youngster to such a barrage of threats and punishments that he develops unshakeable defenses against any attempt to educate him. Such a youngster may become irretrievably deaf to any plea concerning education.

The Diversity of the System

*The choice is
wide*

The diversity that characterizes higher education in the United States is unprecedented, and is incredible to foreign visitors. There is higher education for the extremely gifted and for the less gifted, for the future professional and the future tradesman. There is higher education with a strong theoretical bias, or with a strong practical bias. There is higher education covering an astonishing array of fields and combinations of fields. There is higher education in every kind of social and sociological context—urban or rural, religious or secular, with or without social pretensions. One of the minor ironies of American life is that few parents or young people are aware of the full range of choices, and accordingly few take advantage of it in making their decisions.

One dimension of choice relates to size of institution. Should the young woman seek out a college the size of Sweet Briar (enrollment 500) or Smith (2,000)? How should a young man weigh the choice between an institution the size of Dartmouth (3,000) and Columbia (30,000)? There is no single answer. There are many answers for the many kinds of youngsters. It is depressing to find people believing that the big university is important just because it is big. It is equally depressing to find people trafficking in pious generalities about the virtues of smallness.

How to Think About College

The important questions have to do with the needs of the young person. What kind of environment will provide him or her with appropriate opportunities for growth? The small campus offers, in certain dimensions, an experience in social living that no large institution can duplicate. Since studies have shown that the student's extracurricular life with fellow students and faculty can be immensely important in his education, this is a significant asset. Furthermore, some boys and girls seem to need the support that a small and tightly knit community can provide. Many find comfort in the visible social structure of the small campus, and value the vivid sense of being part of that structure. One cannot "get lost" on a small campus, any more than in a small town.

Others feel hemmed in by the all-embracing, organic wholeness of the small campus. They welcome the comparative anonymity and impersonality of the big campus where, as in a big city, they can sample different worlds, live their own lives, and explore new paths of personal development without community monitoring. Furthermore, the large institution can usually offer richer and more varied resources to the student.

Another familiar issue is whether the youngster should go to the college next door, the college in the next city, or the college a thousand miles away. He can reduce his expenses by living at home and attending a college in the same city. The distant college involves not only cost of room and board but of transportation home on vacations. Another advantage of the local college is that the student will be extending his acquaintance among the people with whom he may be associating for the rest of his life.

Where?

But, there is profit to a youngster in seeing a different region. Boston, New Orleans, and San Francisco are different worlds. The youth who wants to know his own country had better know more than the little world of his own upbringing. Young men and women in this country have an astonishing range of possibilities in selecting a college, provided they are willing to consider the whole United States. If they can afford it, and if other factors do not rule it out, they should not deprive themselves of the full range of choice.

The question must be decided in terms of the individual. Some will profit in maturity, independence, and peace of mind by putting three thousand miles between themselves and their families. Others should be near home. These are matters which the youngster is sometimes better prepared to judge than are his parents.

Coeducation? Coeducation poses another problem. The arguments for and against it are familiar. Those who favor it argue that it provides the most natural conditions for easy and normal relationships between young men and women. They argue that it is better for young men and women to see one another casually and frequently, in everyday clothes and on their everyday behavior, than to live a monastic life five days (more likely four days) a week, and then meet in the artificial atmosphere of "the college weekend," with its tensions and party manners.

Those who do not favor coeducation believe that young men and women will work harder and more earnestly if the sexes are separated; that they will develop a more serious and high-minded attitude toward the academic side of college if they are not distracted by frivolities; and that they will lead healthier emotional lives if they are not under the constant tension of contact with the opposite sex. People who take this view do not underrate the importance of a healthy social life between young men and women; they simply believe that it should be kept in its place, and that the main business of college is serious intellectual activity.

Whether one approach is better than the other depends on the individual. It might be healthy for one youngster to be exposed to the casual give and take between young men and women which characterizes coeducation; it might be less healthy for the next. Whether the young person experienced coeducation at the pre-college level may be an element in the decision. The character of the college itself is also relevant. In some coeducational institutions, social life is traditionally sane, sober, and sensible; in others it is hectic. Similarly a men's college or a women's college may be a haven of sensible living or it may be the base for social activities more feverish than those of a coeducational institution.

How to Think About College

The so-called “prestige” institutions present a special problem to many parents and young people. There are a dozen or so such institutions which are known and respected throughout the nation, and every region has its local prestige institutions. They are great institutions, and the young man or woman who attends them is fortunate. But their very eminence can create a problem. Too often both parents and youngster make the unfortunate assumption that acceptance at a prestige school would constitute success, and that the necessity of attending any other would constitute failure. As a result they are unable to weigh dispassionately the varied considerations we have been discussing. Even if the young person has the ability to get into the prestige institution, it may not be the best place for him. If he does not have the ability to get in, he may accept the alternative with a sense of being on the discard heap. This is not only a regrettably gloomy attitude for an eighteen year old, it is ridiculous. The prestige schools themselves would be the first to point out that they cannot possibly take all of the able young people who apply. And, in any case, the leaders in American life come from a great variety of educational backgrounds. There are many, many good colleges and universities throughout the United States, and the parent or young person who narrows his list to a few glittering “big name” institutions is unwisely limiting his range of choice.

“Big-name”
schools

Career Considerations

As the high school graduate and his parents cope with the college decision, the career question usually arises, and it is reasonable that it should. At a fork in the road one strives to look as far down each path as possible. But career considerations are of limited relevance in choosing a college, and the limits should be respected. Career considerations should not be ruled out, but they should not be controlling.

Many parents fear that youngsters delay too long in settling on the one thing that they wish to do. But the opposite error is at least as common, perhaps more common: they close too many doors too soon, and fail to keep open a sufficiently wide range of possibilities. Most

young people have potentialities in more than one direction. No one has the wisdom to know precisely which of these potentialities should be encouraged and which left uncultivated; no one is wise enough to say that some of the doors open to the young person should be closed at this early stage of his career. The great strategy with young people is to keep their development sufficiently broad so that when they become mature enough to make a choice, it may be a choice among many significant possibilities.

This is not to say that it is wrong to make career decisions early. Many distinguished and creative men have made early decisions. It is simply to say that indecisiveness is not to be deplored. The young person has the time and opportunity, of which he will have little later on, to scan the full range of human activity, review his talents, and come up with a variety of choices. In our system of education the young person is given several years to ponder his decision, years in which he is testing his abilities through academic work, through summer jobs, and through extracurricular activities. It is a foolish youngster who does not treasure this period of self-appraisal and appraisal of the world around him. It won't recur.

One of the great arguments for a liberal arts education is that it enables the young man or woman to move in any of a great variety of directions. Parents bent on a vocational course for their boy or girl are apt to think of a liberal education as an experience that fills the youngster with ornamental but useless cultivation—admirable, no doubt, but a waste of time. Nothing could be wider of the mark. A liberal arts education enables the young man or woman to range widely over the fundamental fields of knowledge. These fields are basic to all effective use of the mind, and must precede all sound professional education. These are the fields that equip a man not only to be a more intelligent wage earner but a more valuable member of the community. They are the fields that aid a man to understand himself, to comprehend the world around him, and to be worthy of the responsibilities democracy thrusts upon him.

*Avoid over-
specialization*

How to Think About College

Every young person should expose himself to as much of the liberal arts as is possible within his limitations of time and money. If he concentrates narrowly in his vocational specialty, he may be slightly more marketable in the first year of his working life, but this is by no means certain. In any case, the proper role of college is not to prepare him for the first year of his working life. It is to prepare him for an adult lifetime. Job skills will be only a part of the equipment which he will need for that voyage. And any job skills he acquires in college may be out of date by the time his career is in full swing. Much more important will be his capacity to use his mind effectively, his understanding of himself and of human relationships, his comprehension of his heritage and the world he lives in. Without these things he will be poorly prepared for advancement in his chosen field, poorly equipped to win the respect of those around him, a less constructive citizen, and a duller companion for others and for himself.

*A lifetime
to go*

The more able the young person the more insistent he should be upon the liberal arts ingredient in his education. The fact that he will go on to advanced work in a special field is added reason to receive a broad exposure to the basic fields of knowledge. To put a first-class mind into a specialist course before it has had ample opportunity to explore the basic fields of knowledge is an unnecessary downgrading of human talent.

In general, the more able the young person the more critically he should think about educational offerings. He should shop with discrimination and accept only the best. He is by no means helpless in seeking that best, although he often acts as though he were. The reputation of colleges and universities can readily be ascertained by young men and women willing to ask questions. Once they are in a large university, the reputation of its various schools and colleges may be learned. The identity of poor departments and schools is a more or less open secret on any campus.

*The best
for the able*

Above all, the young person of superior ability should require that his education provide him with continual challenge and intellectual growth. He should expect steady progress in comprehension of funda-

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mental principles relating to a subject and in the mastering of various modes of analysis. He must not sell these important gains for a mess of trivial information, "practical" techniques, and seemingly useful know-how which will be out of date by the time he gets a job.

The Process of Growing Up

In the transition from high school to college most young people are ready to take a long step in the process of growing up. They are prepared to put behind them a whole world of adolescent fads and fancies and to assume a more adult role. They arrive at college ready to adopt new attitudes, new values, new ways of looking at the world.

Such a time of rapid growth is immensely important in the life history of the individual. The youngster may take great strides toward maturity in a short space of time. He may also stumble and take some rather bad falls. If he is emotionally immature or at the mercy of impulses and traits which he cannot control, it may be important that he be assisted through this period by friendly hands (not necessarily those of his parents). But under normal circumstances, parents will not wish to interfere with this process of growth. Every intervention by them is an invitation to return to an earlier and more dependent role, a reinvocation of the web that the youngster should have broken out of. To the extent that parental pressures are successful, growth will be minimized. If the youngster is to move to a new level of maturity, it must be under his own power.

Going it alone

In his zest to take on a new role, the college freshman begins by assimilating superficial attitudes and mannerisms. In an amazingly short time young men and women from the most disparate backgrounds will pick up the slang, speech habits, modes of dress, and even the subtleties of bearing which characterize a particular campus. In succeeding months they will acquire some more significant things: attitudes toward their own role as college students, toward the college itself, toward the faculty, toward college education, toward relations between the sexes.

How to Think About College

What these attitudes will be depends in part upon the attitudes and values that the particular generation of college youth shares throughout the country. They are also determined by the kind of college to which the young person goes. The institution has a style that reveals itself in countless ways—in the architecture, in the faculty, in campus traditions, in prevalent attitudes and values, in the tone of its intellectual life. All of these, together with the social atmosphere and the character of the student population, combine to create a picture that engraves itself deeply on the mind of the incoming freshman.

*Absorbing
campus attitudes*

Obviously, then, both parent and young person will scrutinize with interest the character of any college under consideration, and will not limit such scrutiny to the academic accomplishments or worldly prestige of the institution. Clay should be choosy of potters! Is the college widely reputed to be a country club? Is it generally regarded as *not* having any distinctive character? What kind of youngsters attend it? Is there a tradition of serious work on the campus? A tradition of excellence?

Education and the Nation's Future

Our social critics have the uneasy feeling that the younger generation is too preoccupied with security and conformity. The evidence they cite is debatable. The assertion may or may not be true; but it opens up an interesting line of inquiry. Do the ranch house and the convertible with tail fins define the new limits of the American vision?

We no longer have in our society the severe economic deprivation of considerable portions of the populace which proved such an intensely motivating factor for so many individuals. We are richer, more comfortable, more contented than ever before. Small wonder that as a nation we are somewhat inclined to doze off in front of our television sets. Small wonder that we are beginning to act as though we have no pressing engagements.

But we do have pressing engagements. Vigor and spirit, intelligence and courage are still the conditions of survival.

Let us look at some specific problems. The United States is engaged in a fateful effort to maintain its position of leadership and responsibility in the world. In the service of this great objective, it is engaged in a multitude of activities all over the globe. The men involved in those activities give unanimous testimony as to the greatest problem they face: the inability to recruit able and well-trained individuals. This must surely strike the disinterested observer as strange: an enormously wealthy and powerful nation attempting to carry through operations of profound importance for its own future cannot find able men and women to do the job. Do they not exist? They do, but they cannot be persuaded to choose overseas careers!

The drama is repeated on other fronts. Government agencies cannot find enough able men and women to perform vital tasks on the domestic front. There are not enough men going into basic research, not enough men and women going into teaching; and both of these fields are of vital importance to our future.

*The lure of
security*

If one asks what are the characteristics of the posts to which young men *are* going, the answer is simple: very high salaries, very fat pension arrangements, job security, stability. The adventurous jobs, the exciting jobs, the jobs which involve dedication and a willingness to serve a larger cause mean little. Security and stability mean everything.

The younger generation has been heavily belabored for this attitude. But anyone who cannot see in it the fine hand of parents has not talked to many fathers and mothers of college-age children. It is an understatement to say that they are not adventurous for their children. They are profoundly and incurably unadventurous. And understandably so. They do not want their children to suffer. They hope that somehow they can save them all the foolish mistakes, all the blind alleys, all the regrets and all the detours that characterized their own lives. Faced with decisions for their children, they favor the conventional over the unconventional, the easy over the difficult, the secure over the risky.

Such attitudes on the part of parents are neither new nor surprising. But American parents today are in a better position than any parents

How to Think About College

in history to achieve their objectives. Though parents have always favored stability, security, and the “treading of the old paths” for their children, they have never had sufficient command of the exigencies of life to insure that outcome. Today, aside from the problem of military service, they can go very far in creating the stable and secure environment which they wish for their youngster. Having done so, they think they can wind him up like an eight-day clock, and set him ticking in his beneficent environment, confident that he will whir quietly along until he runs down.

But such meticulous planning is the enemy of vitality and ferment and growth in a society. Throughout our history we have profited enormously by the daring of our young people, by their bold adventurousness, by their hunger for new horizons, by their willingness to make sacrifices and to seek something without knowing what they sought.

American youngsters have not changed. They are as brave and as high-spirited and generous as ever. What may have changed is our capacity to evoke these qualities.

Parents can do much to give the young man or woman a sense of the opportunities the world holds. The choices facing an American high school senior are unique. Never in this or any other country at this or any other time have the general run of young people been faced with such an extraordinary range of possibilities. Never have they been presented with such varied invitations to realize their potentialities. The young American stands with the world before him.

And it is surely a more exciting world than ever. Great national tasks to be accomplished, tumultuous social change, and a rapidly expanding economy combine to make this one of the most remarkable periods in history.

Our manner of organizing society invites the young person to participate in as little or as much of that excitement as he wishes. His participation is limited only by his capacities and his motivation. It is almost incredible that faced with these challenges and these opportunities so many youngsters drift off into vacuous little private

worlds (complete with rumpus room and television set), as insulated from their era as though they were entombed in a time capsule.

One might say of them as William James said in another connection:

“If *this* be the whole fruit of the victory, we say; if the generations of mankind suffered and laid down their lives; if prophets and martyrs sang in the fire, and all the sacred tears were shed for no other end than that a race of creatures of such unexampled insipidity should succeed, and protract *in saecula saeculorum* their contented and inoffensive lives—why, at such a rate, better lose than win the battle, or at all events better ring down the curtain before the last act of the play, so that a business that began so importantly may be saved from so singularly flat a winding-up.”

No doubt it is expecting too much to ask parents to encourage a certain recklessness in their sons and daughters. But they might be persuaded to take a more hospitable view of experimentation. They cannot blueprint the future for their children. They cannot wind them up like eight-day clocks and leave them ticking. The best-laid plans may offer the smallest opportunity for growth. Many of the most important lessons learned in the course of any life grow out of the mistakes, the retreats, and the seemingly unprofitable meandering. We shall have lost something valuable in human experience if we ever become so efficient that we can unfailingly set every youngster on the path that he will travel for the rest of his life by the time he leaves high school.

*Vitality and
conviction*

Parents should not assume that the only possible objectives for their sons and daughters are comfort and security. They should be hospitable to the vitality that expresses itself in chance-taking. They should accept cheerfully and even admiringly those deep convictions that lead young people into some of the less profitable but more challenging careers. They should be somewhat humble about their capacity to know what is good for their youngster; and in equipping him for the years ahead they would do well to confess their profound incapacity to predict the future of our own society or the future of the world.

How to Think About College

It follows that they must begin very early helping their youngster to “pack his bag” for an unknown future. If they equip him as he should be equipped for such a perilous journey—with fortitude and willingness to learn, with imagination and good sense, with the capacity to use his mind critically, and with all the other abiding values—they can send him off without too precise knowledge of his ultimate destiny.

A handwritten signature in blue ink, reading "John W. Gardner". The signature is fluid and cursive, with a long horizontal stroke at the end.

PRESIDENT

THE PROGRAM IN ACTION

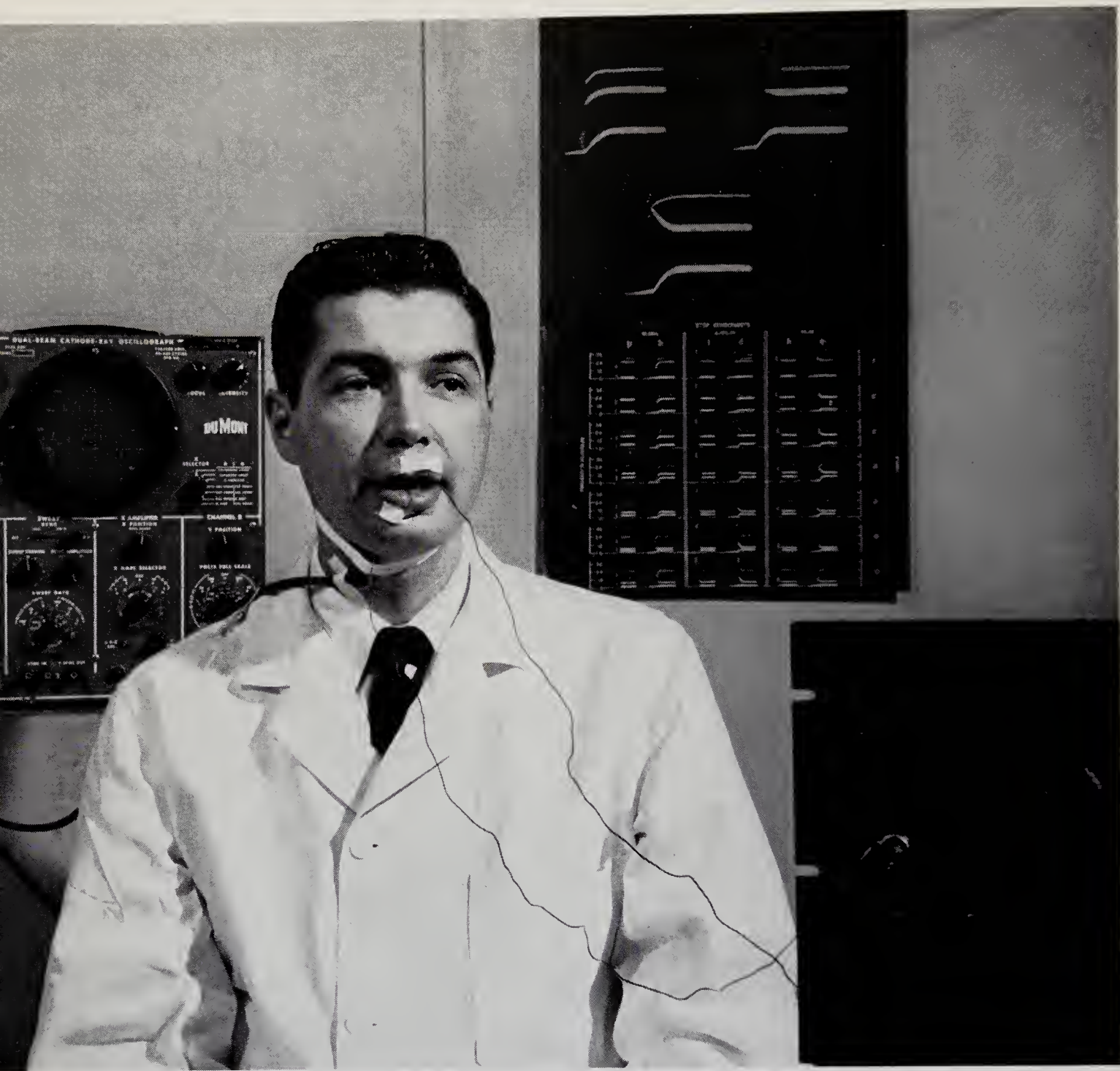
The eight following pages present a visual sampling of Carnegie projects in action.

Necessarily incomplete in their coverage of the total program, these photographs nevertheless give an idea of its range, both geographically and topically. In a few of the pictures can be seen the people who make the program—those whose research or applied activity give life to the dollars which support their work. Some of the projects pictured have been under way for several years; others are just starting; at least one—the book collection shown on the facing page—is now ended for the Corporation but only beginning for the readers who will use these volumes now and in years to come.



Stahman

Rows of shelves groaned under the weight of more than 70,000 books awaiting shipment to British Commonwealth libraries as gifts of the Corporation. Some 200 identical sets of 350 books each were assembled by a special staff of the New York Public Library. The volumes, selected on the basis of suggestions from scores of eminent critics and historians, form a collection which attempts to give a realistic picture of what the United States is like today and how it got that way. The books range from poetry to humor, fiction to biography, picture books to reference books, and their selection, collection, and shipment represent the culmination of a three-year, \$360,000 Carnegie project.



Stahman

Monitoring the motions of speech are the microelectrodes attached to certain regions of the mouth and throat of this young man in the Haskins Laboratories. The Laboratories' research into the ways by which speech sounds are recognized has received Carnegie support over a number of years. It seems possible that, when sounds are heard in conversation, the listener re-forms with the muscles of the mouth and throat the words he hears, and that comprehension may be at least partially dependent on these motions. The designs in the background represent a series of abstracted speech sounds.



Stahman

This scientist, Evelyn M. Witkin, is doing research into the biological effects of radiations, and is making significant discoveries about the wide range of genetic changes and mutations brought about in plants and animals. Dr. Witkin is one of the individual scholars whose work is partially supported by Corporation funds under a fellowship program in the natural sciences administered by the Carnegie Institution of Washington. Outstanding scholars in the social sciences and humanities are also helped by Carnegie funds, through fellowships offered by the Social Science Research Council and the American Council of Learned Societies.

This chief of a municipality in the Palau district of the Trust Territory of the Pacific Islands is using an ancient tool, the adze, to carve a new axe handle. Problems of cultural change, with particular reference to the Malayo-Polynesian-speaking peoples of Oceania, are being studied under a Tri-Institutional Pacific Program (TRIPP) sponsored by Yale University, the University of Hawaii, and the Bernice P. Bishop Museum. TRIPP receives support from Carnegie Corporation. Chief Ngirokabou was photographed by Roland W. Force, an anthropologist, who conducted field work in the Palau Islands on social structure, political change, and emerging leaders.

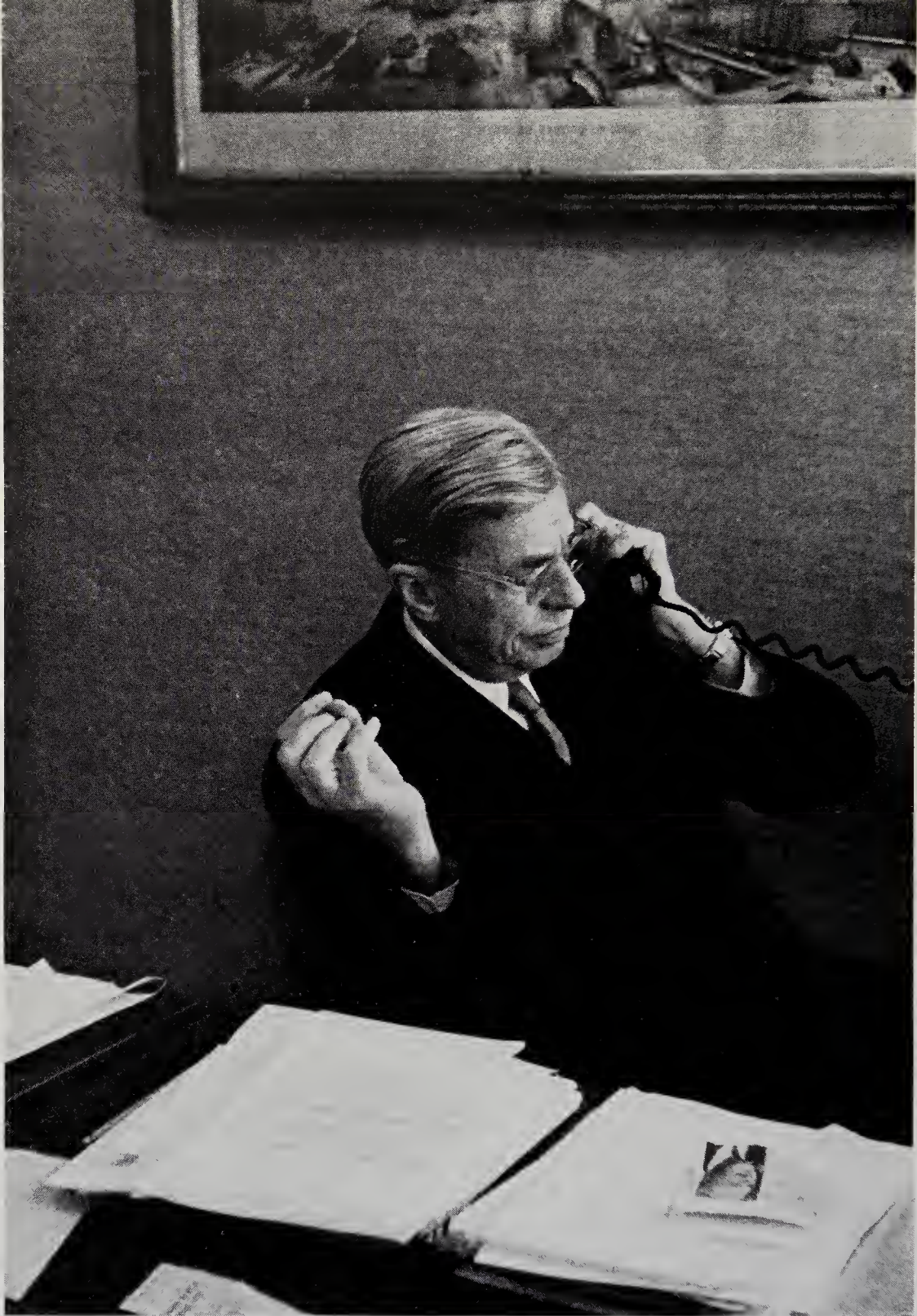
Roland W. Force





Sandak, Inc.

The Whitney Museum of American Art in New York City provided the setting for this picture of a picture-taking. The central piece of sculpture is one of about 4,000 camera subjects which are being produced in color slide form in a Carnegie study of the arts of the United States. Eighteen different categories of American art—ranging from painting to furniture, from silver to architecture—have been surveyed by a committee under the chairmanship of Lamar Dodd of the art department of the University of Georgia. Mr. Dodd is shown above, second from the right; William Pierson, executive secretary of the project, is at the far right. The slides should prove to be useful teaching materials in the now numerous courses in American civilization and culture.

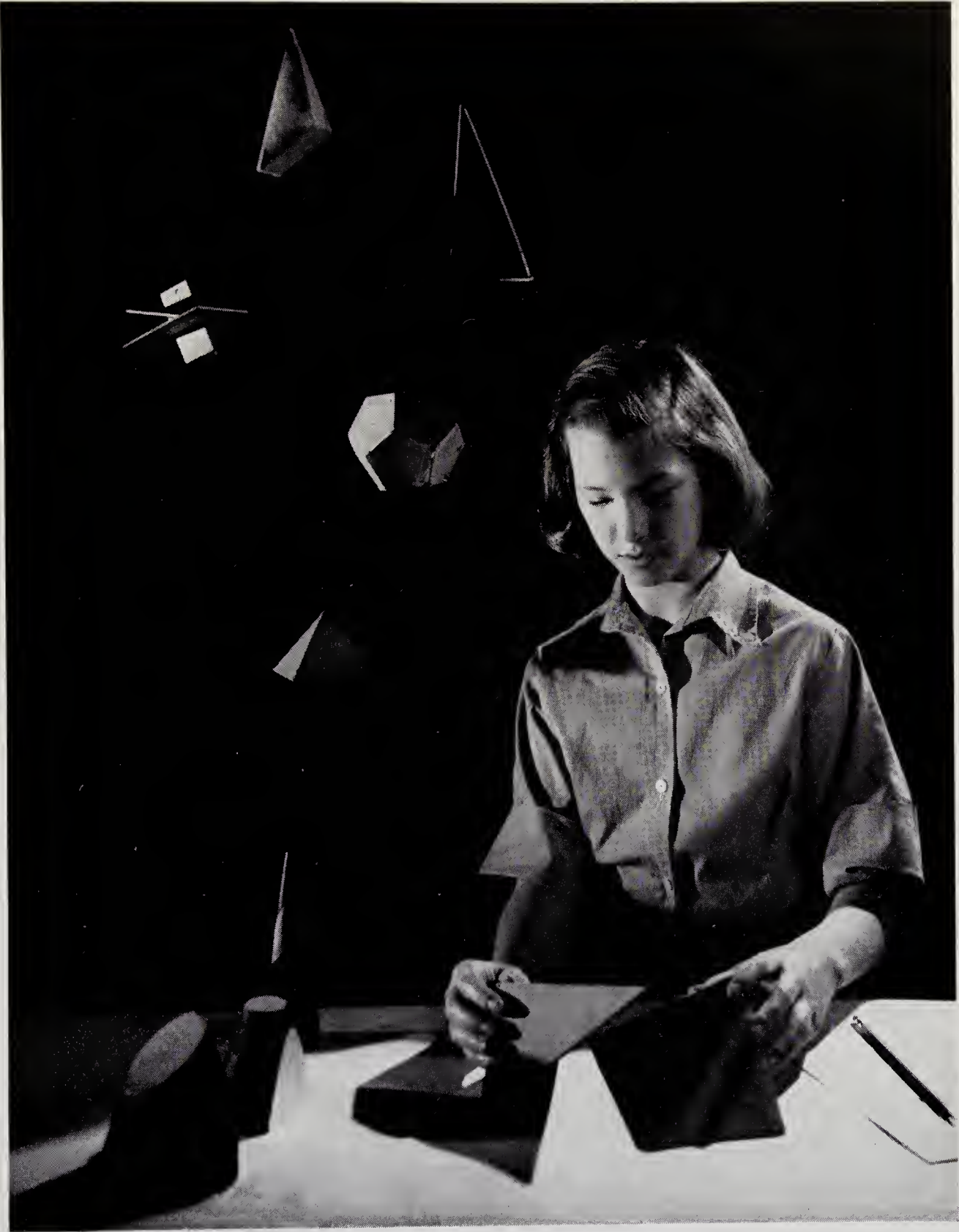


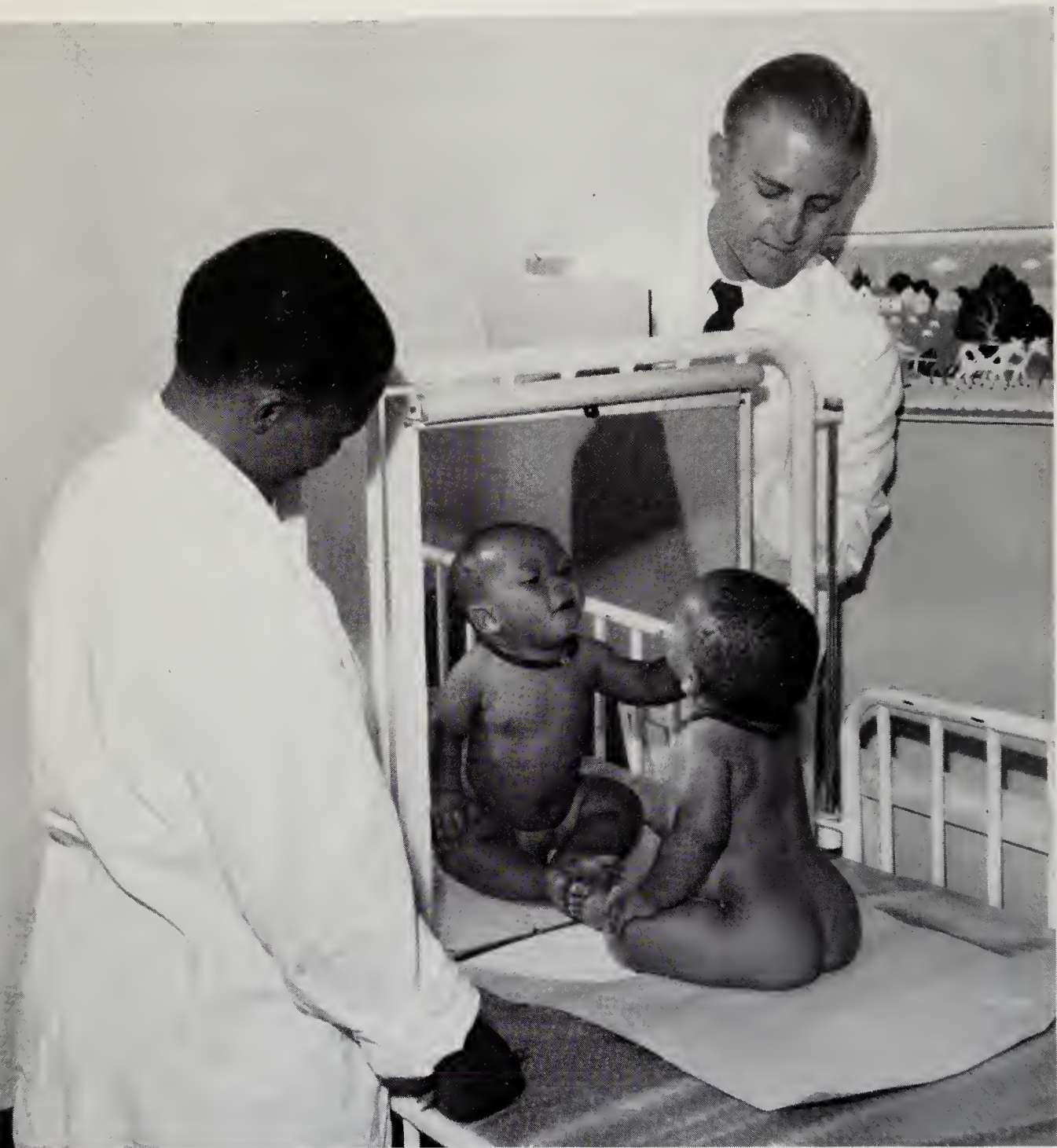
Robert Frank

James B. Conant's study of the American high school is being conducted at a time when the American people are probably more sharply interested than ever before in the quality and future of the nation's secondary education. Dr. Conant is directing his attention to the comprehensive high schools embracing pre-college as well as vocational and commercial training, with particular interest in the educational opportunities offered the academically talented. Dr. Conant's study is sponsored by the Educational Testing Service under a Carnegie grant.

Visions of beautiful mathematical shapes dance above the head of this high school girl, whose hands clench their solid embodiment in the form of models. Efforts to improve the teaching of science and mathematics are being made under Carnegie grants to the University of Illinois Committee on School Mathematics, the Commission on Mathematics of the College Entrance Examination Board, the American Association for the Advancement of Science, the National Academies of Science-National Research Council, the University of Maryland, and Professor Karl Menger of the Illinois Institute of Technology.

Stahman





Ah-ing at her reflection in the mirror, this alert Bantu baby is being watched by one of two teams trained in the special techniques of infant testing by Katharine Cobb, an American psychologist. Dr. Cobb's trip to the Union of South Africa was financed in part by a Carnegie grant to the South African Council for Scientific and Industrial Research, which is training personnel to take part in a projected longitudinal study of the effects of the diet of pregnant mothers on the development of their children.

THE YEAR
IN
REVIEW



The Teaching of Science and Mathematics



It might have been possible two years ago to argue that the teaching of science and the teaching of mathematics were not receiving adequate attention from first-rate people in the respective fields. It would be a brave man who made the same assertion today. Both the teaching of science and the teaching of mathematics have been given exceedingly lively attention.

As readers of earlier reports will recall, the Corporation has been very actively interested in the improvement of teaching in science and mathematics. Among the grants which have been made in recent years to further this objective were a substantial grant two years ago to the American Association for the Advancement of Science which enabled that organization to launch its important Science Teaching Improvement Program, and a grant last year to the University of Illinois for a revision of the secondary school mathematics curriculum. Both of these grants promise to have a major impact upon educational thinking in the country.

Secondary School Mathematics

Another major effort is under way to revise the high school mathematics curriculum, under the sponsorship of the College Entrance Examination Board, and during the current year the Corporation also contributed to this project. The program is being carried out by the Board's Commission on Mathematics under the chairmanship of A. W. Tucker of Princeton University.

The entry of the Board into this field grew out of the same basic concern which has stimulated most of the widespread curricular reform in mathematics. The twentieth century has been a period of tremendous development in mathematics. With these developments the college mathematics curriculum has undergone extensive growth and change, but the pre-college curriculum has remained substantially as it has been for many decades. The result is that the two have got

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seriously “out of phase.” Consequently, the Board’s Commission on Mathematics undertook nothing less than a complete restudy of secondary school mathematics with a view to elimination of those materials which are no longer related to present-day college and advanced mathematics, and the addition of other materials which are now a necessary preparation for today’s higher mathematics.

Anyone familiar with the organization of our schools recognizes what a heroic task this is. Present practices are deeply imbedded in established textbooks, in established courses, in the habits and attitudes of teachers. Reform means new textbooks; it means the retraining of present teachers and the development of new training courses for the new generations of teachers. It means convincing the teachers of high school mathematics that they should subject themselves to troublesome changes. It means the development of illustrative materials in the planning of new courses. It means the holding of conferences of mathematics teachers to win support. If the grant of \$150,000 to the Board can accomplish a fraction of that it will be well spent.

Junior High Mathematics

As work of this vigorous nature proceeded on the secondary school curriculum, it was inevitable that attention would be directed sooner or later to the junior high school curriculum. The mathematics teaching in grades seven and eight has received little or no attention since the 1923 report sponsored by the Mathematical Association of America, entitled “The Reorganization of Mathematics in Secondary Education.” This report was in considerable part responsible for the courses which exist today.

Critics of seventh and eighth grade mathematics courses argue that few new mathematical ideas are introduced at this level, and that in actual fact students of this age are capable of assimilating far more in the way of mathematical concepts than they are given. A major study of mathematics teaching at this level is being undertaken at the University of Maryland in cooperation with junior high schools in neigh-

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boring counties. The study is under the direction of John Mayor. Mr. Mayor, who holds a faculty appointment at the University of Maryland, is also the director of the Science Teaching Improvement Program of the American Association for the Advancement of Science. The study will include not only a review of present practices but the preparation of new courses and new materials and the trying out of these new courses and materials by experimental units.

Clarification of Mathematics

Another Corporation approach to the improvement of mathematics teaching during the current year was represented by a grant of \$36,000 to the Illinois Institute of Technology to support the work of Karl Menger. Professor Menger is a distinguished mathematician who believes that the root of our difficulties in the teaching of mathematics lies in certain procedures of mathematics itself. He believes that substantial revisions are needed in the symbolism and procedures of algebra and calculus, and he is working on such revisions. He has already published a book putting forward a reformed notational system for calculus; he is now undertaking to extend his ideas to algebra, analytical geometry, and differential equations.

Finally, the Corporation made a grant of \$75,000 to the National Academy of Sciences-National Research Council to support the work of its Advisory Board on Education. This Board is undertaking to serve as a coordinating body in the field of science and mathematics education.



Secondary Education

One of the major news items in American education during the year covered by this report was the return of James B. Conant to educational circles. Having completed a four-year assignment as U. S. Ambassador to the Federal Republic of Germany, Mr. Conant returned to the United States to undertake a major study in the field of American secondary education. Mr. Conant's career as a diplomat was a distinguished one. His wartime and postwar career as a scientific advisor to government was equally distinguished. But the field in which he is most deeply rooted is education, and it is to this field that he has returned. As organic chemist, as teacher, as president of Harvard University, as educational statesman, and as student and critic of American education, he has forged a unique position for himself in educational circles.

The circumstances surrounding Mr. Conant's return to education involve a grant of \$350,000 from the Corporation to the Educational Testing Service for a two-year study of the American high school. Mr. Conant will direct the project.

The Conant study will be concerned primarily with the problems of the comprehensive high schools—those distinctively American secondary schools which combine under one roof academic, technical, general, and vocational training for all the youth of a community. Mr. Conant will first turn his attention to the education provided for those who will later enter a four-year college, engineering school, or university.

As informed Americans recognize, the American high school has in the past 50 years struggled increasingly under the burden of two somewhat conflicting assignments. On the one hand, it must provide the best possible education for the majority of American youngsters whose education will not continue beyond high school; and on the other hand, it must provide solid and challenging preparation for the smaller number of youngsters who are college material. Whether or

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not it has neglected one or the other of these tasks, or fallen between two stools and neglected them both, is the subject of widespread public controversy.

During the current year the Corporation also made a grant of \$12,000 to the University of Chicago for a conference on the American high school. This conference is another evidence of the widespread interest in a re-examination of American secondary education, and particularly of the interest in re-examining relationships between the high school and the college. It is the latter subject which was the focus of the University of Chicago conference.

One of the most vigorous forces operating in behalf of American pre-college education in recent years has been a group which is now known as the National Citizens Council for Better Schools. The idea of a strong national commission of distinguished laymen to act in support of the schools was developed immediately after the war. In 1948 the Corporation made a modest grant to explore the possibility of such a commission, and in 1949 it made a larger grant to create the National Citizens Commission for the Public Schools. The Commission made a major contribution to the schools in the immediately following years.

In 1956 the group was completely reorganized under the new name National Citizens Council for Better Schools. During the current year the Corporation made a final grant of \$150,000 to the new organization. In the years since the initial grant the Corporation has voted a total of \$1,862,000 for this important work. The new organization is strongly supported by grass-roots regional groups throughout the country and shows every sign of maintaining the vigor which has characterized it from the beginning.



The Gifted Student

Thirty or forty years ago there was a flurry of interest in the educational, scholarly, and scientific world over the gifted student. It soon died out, but in its short span of existence it accounted for some important gains in our knowledge of superior youngsters.

The flurry died out not because American educators were uninterested in the gifted but because they were completely and understandably preoccupied with one of the most heroic tasks a nation has ever undertaken: the provision of full educational opportunities for youngsters at every level of ability. Preoccupied with this gargantuan effort, they did not find time for the special needs of the gifted youngster. But now educators are reflecting with more than a trace of regret upon the fact that they have given all too little attention to the youngster of above average ability. They recognize that this neglect may have led to a loss of educated manpower which the nation can ill afford.

The National Education Association is taking a leading role in the efforts to reappraise the treatment of the gifted student in our educational system. In 1950, at a time when virtually no one else was interested in the subject, the NEA issued an important bulletin entitled "Education of the Gifted." This year the Association laid plans to carry its efforts in this direction a step further. With the support of Carnegie Corporation, it will hold a national conference on the identification and education of the gifted student in secondary schools. The conference, which will be under the chairmanship of James B. Conant, will draw together information on the most important and promising current programs for dealing with gifted youngsters in secondary schools throughout the country, and will seek to bring about a wider application of the most successful of these programs.

The American public has been bombarded with statistics which reflect the current problems and crises in education. Of all these statistics, the one which has stayed most stubbornly in the minds of in-

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formed Americans has been the surprising percentage of very bright youngsters who fail to go on to college. We take great national pride in the freedom of educational opportunity which we have worked so hard to create in this country, and it startles and perplexes us to discover that some of the finest fish are slipping through the net! To quote one widely circulated figure, it is said that roughly one half of the top quarter of the high school graduating class fails to go on to college.

The Question of Motivation

The explanation for this state of affairs is not obscure. A good many studies have been done which shed light upon it. It is impossible to go into the findings of these studies here, but it may be said very briefly that of the youngsters who fail to go on, some lack money and some lack motivation. Of the two factors, motivation presents the most baffling and difficult problem.

It is not a problem to which there is a single neat solution. There will unquestionably be a considerable variety of partial answers. One important contribution may be a program developed at the University of Louisville with Carnegie support. The University is offering summer school scholarships for superior high school students at the end of their third year of high school. The youngsters will be chosen for high ability and general promise, but particular attention will be given to those who despite their ability and promise might not go on to college. They will be admitted to regular courses under the University of Louisville summer school program, and in addition to their course work will attend a weekly two-hour seminar on "orientation to college." The purpose of the program is to induce in these youngsters a more serious interest in their continued education before the end of their high school careers.

The problem of the gifted student in college is perhaps less troublesome, because colleges and universities normally deal with only the upper half of the distribution of abilities. But even so, there is a tremendous spread between the least gifted and the most gifted students on any campus. A good many state universities are required

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by state law to admit every graduate of an accredited high school in the state, so they have a substantial number of youngsters of average ability. In addition, every state university draws a reasonable selection of very bright scholars. Particularly during the first two years of college life, when students at every level of ability are thrown into the same beginning courses, this heterogeneity may prove to be a strain on all concerned. And where there is a conflict between the needs of the average student and those of the gifted, the average inevitably wins out, not only because there are more of him but because he is intrinsically more in need of assistance and attention. Indeed, it usually works out that the individuals who receive the maximum attention from faculty and administration are the very poorest of the students, precisely because they are the ones who are always getting into difficulties.

Gifted Students in College

It has become increasingly clear to leaders in higher education that a greater effort must be made to provide differential programming for different levels of ability, in order that the ablest young people may make the full progress of which they are capable.

An example of the significant experimentation which is being carried on today is a new program which has been developed at the University of Kansas with the support of the Corporation. The University identifies a group of extremely able students at the very beginning of their college careers and provides them with a special program to challenge and stimulate them to proceed at as rapid a pace as they can. They are freed from the normal regulations of prerequisites and majors, are allowed to take heavier loads than other students, are given more individual attention, and are provided with special advice concerning graduate and professional opportunities. Special seminars have been developed for this group at the freshman level and similar seminars will be developed at the senior level. In addition, undergraduate teaching and research assistantships will be provided for those of the group who wish to occupy themselves in this way.

Liberal Education



Readers of these Reports are familiar with the longstanding interest of the Corporation in the vitality of undergraduate teaching. More specifically, they are familiar with the Corporation's demonstrated interest in liberal education. During the year covered by this Report the Corporation continued to support new developments in undergraduate teaching which promised a strengthening of liberal education and an extension of it throughout the undergraduate curriculum.

Undergraduate Courses on Non-Western Civilizations

The past 20 years has seen the re-emergence of Asia as a strong factor in the politics and economics of the world. The war in the Pacific, the rise of the Chinese Communists, India's achievement of independence, and a host of lesser political and economic revolutions have forced that half of the globe onto the front pages of the world.

Long ingrained habits are not easily changed, and our well-established habit of ignoring Asia has not yielded readily to the new realities. One field in which we have moved with painful slowness to take account of the new state of affairs has been education. For generations, indeed for centuries, we have operated on the comfortable assumption that our educational system need deal only with Western civilization, and the great civilizations of Asia have been systematically ignored. The average student taking the average course in one of our high schools or colleges would have received just about as little exposure to the non-Western world as one could believe possible. It is true that our leading universities always have given some attention to Asia in specialized courses, but even on these campuses the student not pursuing such specialties would have little contact with that part of the world.

It was inevitable that sooner or later the leading colleges and universities would undertake to repair their neglect of Asian civilizations, and such a movement is now well under way. One of the early steps

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in this direction was initiated by Columbia University in 1949, when it began the preparatory work, with the support of Carnegie Corporation, for a general education course on Asiatic civilization. Last year the Corporation made a substantial grant to the University of Chicago to enable it to expand its general education offerings on non-Western civilization. During the year covered by this Report, a number of additional grants were made for similar purposes.

A supplementary grant of \$48,000 was voted to the University of Chicago to enable it to bring young professors from other colleges and universities to participate in the development of the new courses on non-Western civilizations. These "internes" will render assistance to the University of Chicago and also carry back with them to their own institutions the experience they have gained in preparing this new type of program.

A grant of \$35,000 was voted to Princeton University for the development of a general introductory course on Asia. The problem faced by Princeton is fairly typical of that confronting a number of our leading universities. It already offers a considerable number of specialized undergraduate courses which deal with some phases of Asian civilization, but these courses—precisely because they are specialized—are never taken by the general run of students. What seemed to be needed was a fairly general course on Asian civilization which might be taken by any busy student who could afford no more than one course on this subject but who would welcome the opportunity to broaden his perspective to that extent.

A similar course is being planned at the University of Arizona with the aid of a grant of \$48,000 from the Corporation. Like Princeton and Chicago, Arizona is developing much needed materials on Asiatic history.

World History

Another approach to the same problem has been initiated through proposed courses in world history. Professor Geoffrey Barraclough has said:

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"Every age needs its own view of history and today we need a new view of the European past, adapted to global politics and global civilization . . . the time has come for a return to universal history, which has for so long been out of vogue. No one will underestimate the difficulties; but no one should underestimate the need."

Professional historians have been skeptical about universal history because of its scope. They have believed that no man could be sufficiently familiar with his primary sources to maintain a high standard of accuracy and still cover the enormous scope required by the universal historian. Very recently, however, some of our leading historical scholars have suggested that it might be sounder for historians to step into this breach with the highest standards of accuracy they could muster rather than leave it to men of a lesser scholarly background.

Two steps in this direction have been recently taken with the assistance of the Corporation. A grant of \$37,000 to the University of Chicago will enable William H. McNeill to prepare a textbook in world history. Professor McNeill says:

"I believe that a sort of Copernican revolution can and ought to occur in a study and conception of universal history. Instead of separate civilizations, among which interesting parallels or differences may be sought, I propose to put cross-cultural contacts in the forefront and try to understand the evolution of each major civilization as a result of its internal dynamic."

Professor McNeill believes very strongly that historians must not flinch from the tasks of broad interpretation and synthesis which are posed by universal history. He expects to produce a three-volume work on the subject.

A grant of \$21,300 to Northwestern University will enable L. S. Stavrianos to prepare a course in world history. Precisely because such courses have been somewhat scorned by the ablest historians, they have not in any way measured up in quality to the more traditional courses in American history and European history. Professor Stavrianos is convinced that this can be remedied. An interesting consequence of his efforts may be a revitalizing and upgrading of second-

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ary school work in world history. Whereas world history has never been completely accepted at the college level, it is fairly standard in the secondary schools. But no one is satisfied with it. As Professor Stavrianos proceeds with the development of his own course, he plans to give special attention to the needs of secondary school teachers and to offer special service courses for them.

It would be a great mistake to underestimate the mountainous difficulties posed by a subject so vast as universal history. But the Corporation is convinced that nothing but good can come to it from the attention of able and energetic scholars such as Professor McNeill and Professor Stavrianos.

Liberal Arts for Engineers

A new liberal arts curriculum for engineering students is under development at Yale University with a grant of \$75,500 from the Corporation. Yale is constructing a two-year sequence in the humanities for engineers, consisting of two courses each year for the first two years. It will be tried out on an experimental basis with a limited number of engineering students. During these two years the students will spend two-fifths of their time on courses in the humanities and social sciences. In their last two years they will spend one-fifth of their time on such courses, but at this stage the choice of courses will be up to the students. During the first two years all students in the experimental program will take the same specially designed courses: a literature course and a history-and-politics course in the freshman year; and a course in social studies (economics and some behavioral science) and a course in philosophy in the sophomore year. These courses will be so designed as to serve as introductory work for almost any advanced courses which the student may wish to take in the humanities and the social sciences during his last two years.

Another approach to a similar problem is to be found in the new program under development at Rensselaer Polytechnic Institute. RPI has developed a coordinated curriculum in the social studies and humanities for engineers. Some of the RPI faculty participated in the

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recent study conducted by the American Society for Engineering Education, which resulted in recommendations for greater emphasis on the social studies and humanities in the education of engineers. It is now the intention of RPI to put some of these recommendations into effect.

The Corporation is keenly aware that the problem of providing a broader exposure to the social studies and humanities for engineering students is not a simple one. The demands of modern technology are so consuming that engineers have an increasingly crowded curriculum, and there is the most intense competition for time within that curriculum. But however grave the difficulties, the objective must be pursued. Engineers too must function as citizens. Engineers too must have some comprehension of themselves and of their heritage. Engineers too must have some reasonably textured grasp of human relations, some reasonable insight into the aspirations and fears, the failures and successes of man in his long struggle to govern himself and his fellows.

Experimental Courses in Liberal Education

During this year, the Corporation made grants of \$50,000 to Scripps College and \$100,000 to Pomona College for experimental courses in liberal education. At Scripps the funds will be used to develop a new course in addition to the required work in the humanities during the first two years, and will be under the direction of Professor Theodore Greene, the distinguished philosopher who recently left Yale to accept an endowed chair of philosophy at Scripps. Pomona will develop three specially designed courses at the senior level.



Graduate Education

Although there are more than 1,800 institutions of higher education in the United States, only about 150 of them provide programs leading to the Ph.D. degree. But the leadership in American higher education lies indisputably within that small group. Although the independent liberal arts college with no graduate school attached holds an honored position in American higher education, it is the university which has displayed truly astonishing vigor and capacity for growth in the past 50 years. And the heart of the university is the graduate school of arts and sciences. Indeed, the Association of American Universities, founded in 1900, set as the primary condition of membership in the Association the existence of first-class and well-rounded graduate education.

Just as the graduate school is the heart of the modern university, so the investigative function has from the beginning been the life-blood of the graduate school. This is not to say that instruction at the graduate level is not an enormously important function; but historically the most distinctive function, the function which won the dedicated commitment of the pioneers in graduate education, was research. The great objective of the graduate school was the advancement of learning.

In the 80-odd years since the establishment of the first full-scale graduate school at Johns Hopkins University in 1876, graduate education has mushroomed. The fields of graduate education have multiplied enormously. The numbers of graduate students have increased immensely. (Since the turn of the century, while the population was roughly doubling, the number of people holding doctoral degrees increased some 22 times.) The investigative function of the graduate schools was greatly intensified with the rapid rise of sponsored research. At the same time extremely heavy new instructional functions were thrust upon the graduate school. And the ancient conflict between the graduate school research and instructional functions was heightened.

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The graduate schools of this country face a crisis. There are drastic personnel shortages in virtually every field for which the graduate school trains. Many of these fields are of the greatest importance to the nation, and everyone expects that the graduate schools will increase their output in the national interest. The most severe shortage of all is in college teachers—the primary product of the graduate schools. The tremendous tidal wave of students which will hit the colleges cannot be handled without properly trained teachers, and the traditional source of supply of these teachers is the graduate schools. It is estimated that 480,000 new college teachers will be required by 1970 if the present faculty-student ratio is to be maintained. The prevailing view in academic circles is that a college teacher should hold a Ph.D. degree, but at the present rate of production only 135,000 Ph.D.'s will be awarded and only a portion of these will enter college teaching.

The problem is a particularly stubborn one because the graduate school is in the nature of things a none-too-flexible instrument. One cannot create new graduate schools overnight. Nor can one easily mechanize or “streamline” the instructional and investigative functions of the graduate school.

Yet there is ample reason to believe that something may be done. One obvious difficulty, as President Benjamin F. Wright of Smith College pointed out in a recent paper, lies in the fact that the amount of time required for the Ph.D. has almost doubled in the past 20 years. When the present graduate professors were receiving their degrees they spent three or four years in getting them; their students today spend six to eight years.

There is talk of new kinds of degrees; of a differentiation of functions within the graduate school such that some students might prepare for research careers and others for teaching careers.

These and all of the other major problems plaguing graduate education are the subject of a major study to be undertaken at the University of Chicago over the next two years. The study will be under the direction of Bernard Berelson, formerly director of the Behavioral

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Sciences Program of the Ford Foundation. The study will seek to identify the major trends affecting the graduate school, to clarify the issues involved in graduate education, and bring together such facts and current experience as may suggest guidelines for the future. Professor Berelson expects to work closely with the Association of Graduate Schools and the Association of American Universities. A grant of \$100,000 was made to the University of Chicago to support the study.

Recruitment of Graduate Students

In the course of the year another grant was made for a study of graduate education. In this case the study involves a specific sector of the broad front. A grant of \$37,000 was made to the American Institute of Research for a study of the recruitment of graduate students. This study will seek to identify the present sources of graduate students, the extent to which able college youngsters are aware of the opportunities for graduate school work, and the ways in which they are recruited into graduate work. There is a good deal of informal evidence that the nature of recruitment practices and the effectiveness of these practices vary tremendously from one institution to another and from one region to another. There is evidence too that in some areas and in some institutions many potential graduate students never have learned of the opportunities in graduate work. The study by the American Institute of Research will do much to shed light on the range of problems.

During the current year a grant of \$250,000 was made to Tulane University to strengthen its program of graduate education in the arts and sciences. Tulane, in common with a number of other universities, is making determined efforts to gird itself for the difficult days ahead by strengthening and expanding its graduate work. It has concentrated since World War II on a carefully drawn plan to expand and strengthen its graduate school and has made excellent progress in that direction. It is energetically recruiting for its graduate school outstanding undergraduates from Tulane and other universities.

The United States Overseas



As every informed American knows, the United States is engaged in overseas activities on a major scale in every corner of the world. Not every American stops to think that the furtherance of these activities requires the continuous maintenance overseas of a rather considerable body of Americans.

How large a group is it? Let us consider only those who are assigned overseas for substantial periods of time—leaving out the tens of thousands of transient consultants, officials on inspection trips, and businessmen on quick tours. We also leave out of consideration the vast numbers of tourists who flock to the rest of the world every year. And finally, let us leave out of consideration the large numbers of American military personnel stationed overseas.

The numbers run something as follows: approximately 34,000 men and women working for the United States government; roughly 28,000 associated with missionary organizations; some 22,000 connected with American business enterprises; 3,000 working for international organizations; 2,000 working on United States International Cooperation Administration contracts; and 1,300 teachers and research scholars.

Education for Service Overseas

At the turn of the century the problem of educating Americans for service overseas was essentially the problem of training for the foreign service of the United States. That remained a problem—indeed it became a far more severe problem as the foreign service underwent an enormous expansion over the past 20 years—but it has become a problem which exists in a new kind of framework. Consider, for example, the fact that the Defense Department alone employed, in 1956, some 22,431 United States civilians—three times as many as employed by the State Department—in 60 different foreign countries. Consider the fact that American official activity in a given country may involve extensive military components, elaborate agricultural

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programs, a program of industrialization, and varied cultural affairs activities. The traditional diplomat, in other words, is surrounded by a considerable variety of types hitherto unknown to American service overseas. And this counts only our official activities.

What sorts of selection procedures and what kinds of education are required to strengthen the caliber of America's overseas representation? Should we leave it to chance and the whims of the manpower market? This is pretty much our present policy. Perhaps it is the wisest of all possible policies. And yet there are reasons to doubt it.

There are many kinds of training ventures already actively established. There are college level and graduate level schools which undertake to train the individual for foreign service. There are a great many graduate schools which equip an individual with one or another of the skills (e.g., language) which he may need overseas. The Foreign Service Institute has completely reorganized its program to place greater emphasis upon career training.

But a host of questions remains. What sort of training should be given to the young businessman who is being sent out for a tour of duty overseas? The corporation cannot afford lengthy training. Should he be trained in this country or at some overseas point? Should any special training be given the technological specialists who go to work in a given country? Should the sanitation expert headed for Iran know anything about the Iranian people or the Iranian language? Is it more important to select people properly than to train them properly? All of these questions are being dealt with in a research project being undertaken at the Maxwell School of Citizenship and Public Affairs of Syracuse University under the direction of Harlan Cleveland. Working under a grant of \$175,000 from the Corporation, Dean Cleveland and his associates will undertake a two-year study of this range of problems.

The complexity of the problems is such that they certainly will not come up with all of the answers. We shall count ourselves fortunate if they take one significant further step in the difficult business of ap-

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praising the task facing us in the education of Americans for service overseas.

Activities of American Colleges and Universities Overseas

In recent years there has been a striking increase in the overseas activities of American colleges and universities. The sheer quantity of American university personnel circulating overseas on various technical and specialist assignments for the government has grown tremendously. Increasingly, college and university professors are being sent abroad by American business firms on consultant assignments. Many colleges and universities, particularly religious colleges, have affiliations with sister institutions in various countries abroad. Some American institutions have well-established overseas branches which function either independently or in conjunction with a foreign university. The "Junior Year Abroad" program has been only one of many college activities aimed at giving students overseas experiences. The number of international meetings of professional, scientific, and scholarly associations has increased markedly.

Of course the most significant recent development in the overseas activities of American universities has been the entry of these institutions into a major role in the technical assistance program. Through the International Cooperation Administration contract the American university undertakes to render certain services to a foreign government or a foreign university. These services may consist of assistance in staffing certain activities; it may consist of teaching; it may consist of technical advice. Nearly a hundred universities participate in these technical assistance programs today, and the annual cost is over \$20 million.

Anyone interested in both international relations and in American higher education must necessarily be keenly interested in this great variety of overseas activities on the part of American colleges and universities. What does it mean? Do such programs provide the college and university faculties with important practical overseas experience which enriches their teaching? Or do such programs inevitably

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divert attention from more important college and university activities? Does the college or university gain lasting benefit from some of the programs; are others a distraction and a nuisance? Are there ways to distinguish between the two kinds of programs? Forgetting about the good to the home institution for the moment, how much good is done overseas by such programs? Are they having any impact? Are some having an impact while others represent boondoggling? American colleges and universities at home have proved to be extraordinarily flexible and useful instruments of education and social action with an enormous influence on the society around them; are they on their way to achieving the same sort of role with respect to overseas activities? In which directions is such growth likely to occur?

In order to answer such questions we shall have to begin at the beginning. We do not even know today how many overseas programs are conducted by American colleges and universities, nor what various *kinds* of programs there might be, nor how many people are involved, nor how many colleges and universities. First of all a simple census is needed. When this has been accomplished it may be possible to move on to an examination of the impact of various kinds of programs both on the home campus and in the overseas situation.

Just such a study will be undertaken by Michigan State University with a grant of \$280,400 from Carnegie Corporation. The study will cover a three-year period and will be under the direction of Edward W. Weidner, director of research on overseas projects.

If Professor Weidner and his associates can clarify the kinds of overseas programs engaged in by American universities and develop methods of appraising these programs, the study will prove extremely useful for American higher education. To the extent that such programs are useful to the American university and to the overseas area involved, they are very much to be encouraged. But if they drain strength from the American university and do no good overseas, there is no profit in continuing to go through the motions.

During the current year the Corporation interested itself in another aspect of the overseas activities of the American academic world. It

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made a series of grants to make possible strengthened representation of American academic people at international meetings of scholarly organizations in the social sciences. A grant of \$150,000 payable over three years to the Social Science Research Council will finance travel by social scientists to international scholarly meetings. And grants of \$9,000 each were made to the American Anthropological Association, the American Economic Association, the American Historical Association, the American Political Science Association, the American Psychological Association, the American Sociological Society, and the American Statistical Association. These latter grants will enable these associations to be officially represented at each of their international congresses.

Also during the current year, a grant of \$50,000 was voted to Princeton University for a seminar sponsored by the North Atlantic Treaty Organization. The seminar drew specialists on international affairs from all of the NATO countries and proved to be an extremely useful and important meeting.



Research and Advanced Training in International Affairs

Of the funds available for grants in international affairs, the Corporation reserved—as in past years—a respectable portion for fundamental research in this field. We still know all too little about many corners of the globe where United States policy is being hammered out in a context of ancient prejudices, hatreds, loyalties, and fears. The new forms of international action which have developed through the emergence of various multilateral organizations are still only imperfectly understood. A host of other fundamental questions await searching examination in this field. And with the pressures of day-to-day crises calling for quick answers, for immediate action for the putting out of fires, there is all too little encouragement to the serious investigator who wishes to address himself to research on the fundamental problems of international relations.

During the year covered by this report a grant of \$250,000 was voted to Northwestern University to support a program under the direction of Richard Snyder. The work at Northwestern will combine a broad program of research in the field of international affairs with a program designed to train teacher-scholars in this critically important field. Professor Snyder, who has done some of the most interesting and important theoretical work in the field in recent years, has done perhaps more than any other research director to bring together the methods and insights of the various social science fields in a new approach to the study of international relations.

During the year, the Corporation also renewed its support of the Center for the Study of American Foreign Policy at the University of Chicago, with a grant of \$142,500 payable over five years. In the years ahead, Hans J. Morgenthau, director of the Center, will place increasing emphasis upon research concerned with the interplay between military and political policy. Although attention to research on many areas of international affairs has been increasing in universities over many years, there has not been a proportionate growth

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in serious and fundamental research on the large central issues of American foreign policy. The University of Chicago group is one of the few in the country which is clearly oriented in this direction, and the Corporation is pleased to support its work.

A far more specialized research pursuit in the international field is represented by the University of Washington's program of research on Inner Asia. During the current year the Corporation renewed, with a five-year grant of \$150,000, an earlier grant to the Far Eastern and Russian Institute of the University of Washington to enable it to continue its work on Inner Asia. The focus of the research program is Tibet, Turkistan, and Inner and Outer Mongolia; but since in this area languages, religions, and ethnic strains cut across national boundaries, it is not easy to set natural limits to the area of interest. There is keen interest, for example, in Sinkiang in western China; there is keen interest in the relations between Russia, China, India, and Japan as they work themselves out in the Inner Asia area; and there is keen interest in the nature of United States policy toward this area. There is no other university in the country where studies (other than linguistic) are being undertaken on any considerable scale with respect to this important and little-known region.

Another relatively neglected area of the world as far as serious research is concerned is Africa. For the past decade the Corporation has been among those who have sought to remedy this neglect. Gradually in recent years the tiny corps of individuals with a competent knowledge of Africa has been enlarged; and today there is an encouraging number of individuals, many of them relatively young, who have had excellent training with respect to this part of the world, plus some field experience there, and in some cases governmental or business experience in dealing with Africa. During the spring the Corporation made a grant for a conference on African studies. The conference brought together a number of qualified research people concerned with Africa. It proved to be a successful and encouraging venture, and resulted in the founding of the African Studies Association.

A terminal grant of \$100,000 was voted toward support of the

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Center for Japanese Studies at the University of Michigan. This brings to a total of \$450,000 the funds voted to the Center since its establishment in 1947. The Center stands today as the most distinguished program of research and training on Japan among the universities of this country. A similar terminal grant of \$85,000 was voted to the University of Pennsylvania for its program of South Asia Regional Studies, bringing to a total of \$390,000 the funds voted to the program since its inception in 1947. Placing more emphasis on advanced training and less upon research than does the University of Michigan, the University of Pennsylvania has played an important role in the education of specialists on South Asia. The program's coverage of the various modern Indian languages makes it a unique resource in the United States.

Among the other grants for research in advanced training in international affairs during the current year were a grant to Columbia University for a study of higher education in the U.S.S.R., a grant to Yale University for research on comparative field administration, one to Cornell University for a study of social change in Peru, and one to Columbia University for travel grants for United States specialists on the Soviet Union.

Other Activities in Higher Education



In addition to the specific interests described in preceding sections, the Corporation has a more general interest in strengthening American higher education and assisting it in preparing for the critical days ahead. This more generalized interest has led to a variety of grants.

A grant of \$460,000 was voted to the Southern Regional Education Board to work with the institutions of the region in expanding and strengthening university resources, to encourage research on problems of higher education, and to strengthen the research operations of the Board itself. As individual institutions and state systems of higher education have faced up to the necessity of planning for the heavy enrollments ahead, it has become overwhelmingly clear that they are in a poor position to carry forward such planning. There has been relatively little systematic research on higher education; statistical materials on higher education are inadequate; and there is in the entire nation only a handful of individuals with experience and competence in the analysis of the institutional problems of higher education. As literally scores of institutions have plunged into self-studies and as dozens of states have moved ahead with plans for appraisal of their needs, the result is that the few competent individuals have been heavily overworked, and a great many of the studies have been carried through in a sketchy manner.

The same range of problems led to a grant of \$147,000 to the North Central Association of Colleges and Secondary Schools. The North Central Association is composed of some 3,400 high schools and nearly 400 colleges and universities spread over 19 states from Ohio and West Virginia to the Rockies and north to the Canadian border. The program for which the grant was made will be under the Association's Commission on Colleges and Universities and, as in the case of the Southern program, will address itself to the problem of providing a broader base of competence in institutional planning and research in higher education.

One of the perennial problems in higher education is the development of adequate means of evaluation of institutions and parts of institutions. Such evaluation is going on all the time, of course. Accrediting associations are continually making judgments as to the adequacy of the institutions under their jurisdiction. Donors frequently make similar judgments; so do committees which are setting legislative appropriations. Professional associations frequently undertake to make assessments with respect to the parts of the university within their own field of interest. College and university administrators are called upon to make frequent judgments as to the standing of one or another part of their institution. Yet there has never been an adequate examination of how such evaluations may be intelligently and accurately made.

Recognizing this gap in our knowledge, the Corporation made a grant of \$10,000 to the Educational Testing Service during the current year for a survey of methods of evaluating colleges and universities. The survey is simply a preliminary review of the great variety of ways in which attempts have been made to evaluate systematically total institutions or facets of institutional functioning. As such, it provides an important introductory step into a very large subject.

In all of the widespread concern which has been felt for higher education in recent years and the attention which it has received from various kinds of specialists, the economists have tended to stand aloof. Although they have carried through innumerable studies of the economics of one or another kind of American institution, they have remained markedly uninterested in the economics of higher education. There are distinguished exceptions to this generalization, but on the whole it may stand without qualification. Accordingly, the Corporation was pleased to respond favorably during the current year to a request from the National Bureau of Economic Research for a grant of \$36,000, payable over two years, for a study of the economic costs and advantages of educational investment. The study will attempt to determine the volume of national resources devoted to education, the "returns" from education insofar as they are reflected by income dif-

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ferentials associated with differences in level of education, and the average educational level or "quality" of the labor force. Here again the study must be regarded as no more than a modest step into a very large field, but it is a step being taken under highly competent sponsorship, and good should come of it.

A more specific problem facing higher education is the subject of a study being undertaken by Dartmouth College with a grant of \$40,000 from the Corporation. John W. Masland will direct the first major national effort to examine the present role, purpose, and performance of the ROTC program in our colleges and universities. Professor Masland will look at the ROTC from the standpoint of its relation to the educational program of the host institution, its utility from the standpoint of the armed services, the financial problems which it raises for the colleges and universities, and its role in the larger problems of proper allocation of the nation's skilled manpower as between military service and critical civilian occupations. Other objectives will be touched upon, but these are the major ones. Professor Masland, with his colleague Lawrence I. Radway, has just completed a major study of the relationship between military education and the assignment of officers for service in public policymaking posts. Accordingly, he starts the present study with a thorough grasp of the problems involved and a competent knowledge of the services and how they operate. The results of this study should be of major interest to institutions of higher education throughout the country.

Finally, one of the most significant (and least expensive) activities during the current year was a conference on higher education sponsored by the Corporation. The individuals who attended the conference were among the best informed and most experienced students of higher education in the United States. Meeting for a full week in April, they reviewed in exhaustive detail the present status of higher education, isolated the major problems in that field today, and reviewed alternative solutions. It was the first time on record that these highly trained specialists on higher education had been brought together by themselves for a period of undiluted shoptalk.



The Humanities

For a number of years many people have been worried about a possible lack of balance among the three great divisions of learning: the natural sciences, the social sciences, and the humanities. Several forces, including the military emergency, the growth of technology, and the increasingly complex nature of society have seemed to create undue emphasis upon the natural and social sciences. Whether an actual imbalance does exist or not, there certainly has been a disparity in the vitality of these fields, and lack of vitality on the part of any one of them is a real cause for concern.

In an attempt to discover what might be done to strengthen the humanities, the organization most concerned for the over-all welfare of this great area of learning, the American Council of Learned Societies (ACLS), established in 1955 a National Commission on the Humanities under the chairmanship of Howard Mumford Jones of Harvard University. This group, composed of some of the most distinguished humanists in the country, together with able representatives of the natural sciences, the social sciences, and the fine arts, studied the situation over an extended period.

Their mission was to consider such questions as the role of the humanities in higher education, the graduate training of humanists, the recruitment of humanistic scholar-teachers, the nature and support of humanistic research, the relation between humanistic scholarship and creativity, humanistic scholarship in relation to other areas of knowledge, and the place of humanistic scholarship in the national culture. Many of these questions were discussed at a conference on humanistic scholarship sponsored by the Commission in May, 1956.

From the deliberations of the Commission came the unanimous conviction that a strengthened ACLS was an indispensable prerequisite for invigorating the humanities. In consequence, the ACLS placed its case before some of the foundations which have over the years exhibited an interest in the humanities, and at its annual meet-

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ing in January, 1957, was able to announce that \$3,100,000 had been pledged (\$2,600,000 by the Ford Foundation and \$500,000 by Carnegie Corporation) over a five-year period.

Half of Carnegie Corporation's contribution of \$500,000 will be used for a program of scholarships, fellowships, and grants-in-aid. It has long been a Carnegie policy that a considerable portion of its income should be devoted to fellowships for creative individuals. The \$250,000 grant to the ACLS for this purpose is matched by grants of the same amount to the Social Science Research Council and to the Carnegie Institution of Washington for fellowships in the social sciences and natural sciences.



The Foundation Library Center

In last year's Report, the Corporation announced the creation of a Foundation Library Center with an initial grant of \$100,000. During the current year the organizational phase of this project was completed and the Center opened for business. At the same time, the trustees of the Corporation placed its financing on a longer term basis with a grant of \$400,000.

According to the charter of the Foundation Library Center, its purposes are:

- a. To assemble, catalogue and maintain library or libraries, open to the public, relating to philanthropies;
- b. To collect, organize and make available to the public (in the Center's library or libraries and elsewhere) reports and information about foundations organized and operated exclusively for charitable, scientific, literary or educational purposes and which are exempt from income taxation under the laws of the United States;
- c. To promote the development and maintenance of sound standards for reporting by such foundations and to assist them in making such reports available to the public through the use of the Center's library or libraries and in other ways;
- d. To aid and promote, in any and all lawful ways, the preparation and dissemination of reports to the public by such organizations;
- e. If and to the extent deemed advisable by its board of trustees, to compile and publish periodically a general directory of foundations and newsletters, reports or other publications concerning them;
- f. Provided, however, that the Center shall not be empowered to act for or represent any foundation or group of foundations for any purpose.

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In his first annual report, F. Emerson Andrews, director of the Library Center, described some of the things which the Center will and will not do. Among the things it will do are the following:

It will provide a convenient place where any person, on a public or private mission, may find accurate information about foundations;

It will make available to foundations some systematic knowledge about developments in their field;

It will endeavor to stimulate and aid adequate public reporting by foundations;

It will maintain a full collection of foundation reports and a small library on philanthropy, particularly as related to foundations;

It will offer annually one "internship in philanthropy" to a person nominated by a foundation which presently employs him, or expects to do so.

Among the things which the Center will not do are the following:

It will not act as a clearing-house for foundation projects;

It will not advise potential applicants as to which foundation might be a likely source of funds, nor arrange introductions to foundation officials;

It will not act as a spokesman for foundations;

It will not serve as an employment agency.

As indicated above, one of the primary purposes of the Center is to "develop and maintain sound standards for reporting" by foundations. According to estimates made this year by the Center, there are approximately 84 foundations with assets over \$10 million, and of this number only 44 (52 per cent) issue reports. Of the estimated 659 foundations with assets between \$1 million and \$10 million, only 22 (3 per cent) issue reports. Of the estimated 4,000 foundations with assets under \$1 million, only 11 (0.3 per cent) issue reports. These figures refer only to annual or biannual reports. There are an additional 45 foundations out of the total 4,743 which issue reports but do so less frequently.

Of course at the federal level all tax-exempt foundations are required to file with the Internal Revenue Service an annual report on

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Form 990-A; and most of the data on this report may be examined by the public—but they are available only in 64 different offices of district directors of Internal Revenue.

A project of the Center which will be widely welcomed in the philanthropic field is a volume, now in preparation, designed as a replacement for *Charters of Philanthropies*. That volume, originally prepared and published under the auspices of the Carnegie Foundation for the Advancement of Teaching, was a collection of trust instruments, charters, bylaws, and other legal documents of foundations. It was a very useful reference work but has been out of print for some time. In addition, it had become somewhat out of date. The new volume is tentatively titled *Legal Instruments of Foundations*. Another major project of the Center will be the compilation of a foundation directory.

With its incorporation on May 25, 1956, the Foundation Library Center began its life as an independent organization. It was not the intention of the Corporation that the Center should be a creature of the foundations. It was intended to be, and is, an autonomous body, and to that end it was separately incorporated and provided with an independent board of trustees, only a portion of whom are connected with any foundation. Having watched it through the organizational phase and during the early months of its activity, the Corporation is more convinced than ever that it will play an extremely useful role. Although the assets of American foundations are in the neighborhood of \$7.2 billion, their yearly expenditures do not constitute a large portion of the total of American philanthropy, which is a very large enterprise. But as Emerson Andrews has pointed out, the high level of experience which the major foundations bring to philanthropy has given them an enviable record of accomplishment and has led to widespread public interest. When the Center opened its doors, *The New York Times* commented editorially that the Center “can and should do a great deal to forward the cause of full disclosure in a field where it is needed.”

Program in the Commonwealth



The Corporation's program in the Commonwealth is limited to what were once described as the "dominions and colonies." The income from \$12 million of the Corporation's capital, less a sum for administrative expenses, is designated for grants in these areas. This amounted to \$578,660 in the fiscal year just ended.

During the previous four years appropriations under this program were considerably in excess of annual income. This was made possible through an accumulation of unspent income from the years of World War II. As last year's Annual Report noted, this is now gone. A press report, however, left the impression that grants in the Commonwealth would be greatly curtailed. The actual effect was to return the program to its normal level after several years of spending at a higher rate than usual.

Travel Grant Program

The travel grant program continued to hold a central place in activities in the Commonwealth during the year. A total of \$405,000 was appropriated for it, \$190,000 to be used during 1956-57 and \$215,000 in 1957-58. The larger figure for the current year was set in consideration of the relatively increased academic traffic to North America which will be occasioned by the holding of the Commonwealth universities congress in Montreal in September, 1958.

A total of 66 individuals received grants in 1956-57. Their names are listed on pages 88-91. These grants were in the main to make possible, through provision of dollar funds, three to six months' visits in North America on the part of Commonwealth scholars and educational administrators and their wives. In a few instances, assistance with funds for internal travel was given persons coming to an American center under other auspices. Visits to Commonwealth countries for study and lecture purposes by two American scholars and by one from the United Kingdom were also supported. The awards covered

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a wide range of fields, and while they were largely concentrated in higher education and hence went to university staff members, 18 per cent went to persons in non-university work, primarily government officials in educational or agricultural posts.

The following table gives a breakdown of the grants by country and field:

Australia	28
Canada	2
New Zealand	8
South Africa	15
Dependent Territories	9
United Kingdom	1
United States	3
Total	<hr/> 66
Humanities	8
Social Sciences	9
Sciences	8
Adult Education	2
Agriculture	2
Art and Architecture	3
Education	8
Engineering	4
International Affairs	1
Law	4
Library	4
Medicine	2
Music	1
University Administration	8
Writing and Journalism	2
Total	<hr/> 66

Institutional Grants

In 1956 the Corporation supported the development of educational research in Canada through a grant to the University of Alberta. This year's largest institutional grant, of \$115,000, went to Laval University for research on the educational philosophy and practices of French-speaking Quebec. The faculty of social sciences of Laval, with

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the assistance of the Corporation, has been carrying on a series of investigations into the industrialization and consequent urbanization of the province and the effect on the social and economic life of its people. Now, members of the faculty of education, in a parallel five-year research program, will study under the present grant the effect of these developments on the educational system of Quebec, and the validity of present educational thought and practice in the light of the rapid changes in the structure of French-Canadian society.

A grant of \$12,000 went to the World University Service of Canada to enable several faculty members of Canadian universities to attend an international seminar, held last summer in Ghana, arranged in co-operation with the University College of Ghana.

The first major grants to be made with respect to the Far East under the Commonwealth program are recorded this year. One, for which \$50,000 was appropriated at the end of the 1955-56 fiscal year and a further \$15,000 in the year under review, was to assist the University of Malaya in developing educational testing in cooperation with the local education departments. The grant is being administered by the Educational Testing Service in Princeton, New Jersey, and the program is being worked out with their guidance. It is designed to produce new tests suitable for the selection of students for secondary school entrance, and to train in Malaya and at Princeton qualified personnel for the project.

The other Far Eastern grant was one of \$54,000 to the University of Hong Kong. This sum will enable the university to move forward on several fronts. Under the grant, development of the child guidance clinic of the psychology department and expansion of the book box program of the extra-mural department will tend in separate ways to broaden the university's response to local needs. The library will use part of its share of the grant for the purchase of American books, and \$20,000 for fellowships to enable four graduates of Hong Kong to study for the master's degree in librarianship at an American university.

A grant of \$12,000 was made to the University of Sydney for a study of community attitudes toward the university. This investigation is

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unique in the Australian context. A sense of relationship among university—particularly state university—and community and alumni is the feature of the American academic scene most often noted by visitors from abroad. Such a relationship has been slow in developing among some of the Australian institutions and their publics. Conscious of this gap in communication, the University intends to start at the beginning by finding out the facts. It is hoped that this may suggest ways in which mutual understanding and a feeling of individual and community responsibility may grow.

The full record of grants during 1956–57 is given on pages 85–87.

Collections of American Books

By the time this Report reaches its overseas readers, some 200 libraries in the Commonwealth will be receiving, as gifts of the Corporation, sets of 350 books about the United States. This represents the culmination of a project, noted briefly in last year's Annual Report, which extended over three years and entailed the expenditure of more than \$350,000.

Dozens of distinguished critics, historians, and authorities on all aspects of American life participated in the selection of the books. From the thousands of titles suggested for inclusion, the 350 in the Carnegie collection were chosen as representing a realistic picture of American life today and its origins in history. Included in the sets are books of fiction and nonfiction, biography and poetry, sociology and philosophy, reference books and picture books, books of humor and literary criticism. Their authors are such diverse Americans as Ralph Waldo Emerson, James Thurber, Henry David Thoreau, Robert Frost, John Steinbeck, Harry S. Truman, Mark Twain, and Aaron Copland. And the United States is seen through the perceptive eyes of such distinguished foreigners as Alexis de Tocqueville, D. W. Brogan, and Gunnar Myrdal.

When the books had been finally selected, the New York Public Library arranged for the purchase and assembly of sets of the volumes (including a number which had been out of print). A list of the Com-

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monwealth libraries and regional library services to which they have been offered appears on pages 91-94.

Accompanying each set overseas is a companion volume, *American Panorama*, edited by Eric Larrabee of *Harper's* magazine. The volume, published by New York University Press, contains critical comment on each book in the collection. The essays on the 350 books were written by 15 eminent critics.

Because of the exchange problem and the relatively high cost of American books, it has been increasingly difficult for libraries abroad to give the coverage they would like to the United States. Response to the Carnegie offer has been overwhelmingly warm. It is the Corporation's hope that these collections will provide a significant resource for the apparently growing numbers of persons in the Commonwealth who wish to know us better and understand what makes us as we are.

From the Corporation's Journal

At the annual meeting of the board of trustees on November 20, 1956, Frederick Sheffield was elected to be a trustee of the Corporation for a five-year term. The vacancy on the board had occurred when the ex officio trusteeship of Vannevar Bush terminated with his retirement from the presidency of the Carnegie Institution of Washington on December 31, 1955. Mr. Sheffield is a partner in the New York law firm of Webster Sheffield & Chrystie. He received both his bachelor's and law degrees from Yale University. He is a member of the American and New York State Bar Associations and the Bar Association of the City of New York. He is also a trustee of the New York School of Social Work, St. Luke's Hospital, Morningside Heights, Inc., and the Community Service Society.

Morris Hadley and Frederick Osborn, whose terms as trustees were scheduled to expire at the close of the 1956 annual meeting, were re-elected for five-year terms. Mr. Hadley, chairman of the board since November 15, 1955, was re-elected to this office.

John C. Honey joined the Corporation staff on August 15, 1957, as an executive associate. Mr. Honey received his B.A. degree from Bard College, and M.A. and Ph.D. degrees from the Maxwell Graduate School of Citizenship and Public Affairs of Syracuse University. He has had experience both in college teaching and in government service. Prior to his appointment he was director of government studies for the National Science Foundation.

During the year James W. Campbell was promoted from assistant treasurer to associate treasurer, and Frederick H. Jackson and Alan Pifer were promoted from executive assistants to executive associates.

The executive committee during the year was composed of Devereux C. Josephs, chairman; John W. Gardner, Morris Hadley,

From the Corporation's Journal

Nicholas Kelley, R. C. Leffingwell, Frederick Osborn, and Elihu Root, Jr.

The finance committee consisted of Arthur W. Page, chairman; Mr. Gardner, Mr. Hadley, Mr. Josephs, Mr. Kelley, Mr. Leffingwell, and Mr. Root.

The board of trustees held meetings on November 20, 1956; and January 24, March 21, and May 16, 1957.

The executive committee met on October 17, 1956; and February 21, April 25, June 27, and September 25, 1957.

The finance committee held meetings on October 11, November 8, and December 13, 1956; and January 10, February 14, March 14, April 11, May 9, June 13, July 11, and September 12, 1957.

THE DETAILED
RECORD



THE SECRETARY'S REPORT

During the year ended September 30, 1957, the trustees appropriated \$7,285,009. This figure includes \$664,700 for the program in the British Commonwealth. The Corporation made 48 grants to 33 colleges, universities, and schools; and 46 grants to other educational or research organizations.

As usual, requests outnumbered grants made by more than 10 to 1. Of the 1004 requests which were declined, many were for library buildings, individual scholarships and grants-in-aid, publication subsidies, and other kinds of assistance which the Corporation, as a matter of established policy, does not provide. A considerable number of these requests, however, were for carefully planned projects of real merit which might have received assistance had the competition been less severe.

The list of recipients of grants beginning on page 75 includes institutions and organizations to which funds were appropriated during 1956-57, with amounts shown between the blue lines in the first column. Also shown are recipients of grants voted in prior years on which payments were scheduled in 1956-57 or future years. Approximately 130 other grants in operation at the close of the fiscal year do not appear on the list because payments had been completed.

Although Carnegie Corporation does not put a rigid time limit on the use of its grants, any balance remaining after a project has been completed is normally returned to the Corporation. These refunds are added to the income available for appropriation during the year, and listed as "Adjustments of Appropriations" in the tables on pages 84 and 87.

It is the policy of the Corporation to spend all of its income each year, but careful readers of its reports will note that the income figure is never the same as the figure for appropriations or for payments. As an administrative device, the Corporation operates on a five-year continuing budget under which some of the large grants are charged

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against income of the years in which they will be paid rather than against the income of the year in which the appropriations are voted. Also, there are certain fixed commitments for pensions and administrative expenses which must be deducted before the amount available for appropriation is determined.

The secretary's office is responsible for securing annual progress reports on all grants. The Corporation does not itself publish the findings of any studies which it has supported, but a number of books appear each year under the imprint of commercial or university presses reporting results of projects financed by Corporation grants. The following titles, selected from among 28 books published during the year, indicate the range of activities the Corporation has assisted:

Toward a Unified Theory of Human Behavior, edited by Roy R. Grinker, M.D., Basic Books, Inc.

Nuclear Weapons and Foreign Policy, by Henry Kissinger, published for the Council on Foreign Relations by Harper & Brothers.

Soldiers and Scholars, Military Education and National Policy, by John W. Masland and Laurence I. Radway, Princeton University Press.

Leninism, by Alfred G. Meyer, Harvard University Press.

The Advancement of Theological Education, by H. Richard Niebuhr, Daniel D. Williams, and James M. Gustafson, Harper & Brothers.

Limited War: The Challenge to American Strategy, by Robert Endicott Osgood, University of Chicago Press.

Rituals of Kinship Among the Nyakyusa, by Monica Wilson, Oxford University Press.

Village in the Vacluse, by Lawrence Wylie, Harvard University Press.

The University, the Citizen and World Affairs, by Cyril O. Houle and Charles A. Nelson, American Council on Education.

Public Library Service: A Guide to Evaluation with Minimum Standards, American Library Association.

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

Appropriations and Payments

During the Year Ended September 30, 1957

This schedule shows all payments made during the fiscal year 1956-57 from appropriations of that year and of preceding years. Amounts in the first column marked thus (*) are grants allocated from funds made available in previous years.

United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1956-57</i>	<i>Balance from Previous Grants</i>	<i>Paid During 1956-57</i>	<i>Unpaid Balance Carried Forward</i>
American Anthropological Association, Travel expenses of delegates to international meetings (B2859)	\$9,000		\$9,000	
American Assembly, The Assembly on the United States and Africa (X2718)	85,000			\$85,000
American Association for the Advancement of Science, Program to improve teaching of science and mathematics in secondary schools (B2784)		\$100,000	100,000	
American Council of Learned Societies, Dictionary of American Biography (B2663) General support and fellowships, (B2834)	500,000	10,000	10,000 100,000	400,000
American Council on Education, Support of Office of Statistical Information and Research (B2819)		300,000	75,000	225,000
Conference to assess the present status of research on education of women (X2670)	9,900*		9,900	
Conferences and small research projects (B2850)	60,000		20,000	40,000
American Economic Association, Travel expenses of delegates to international meetings (B2860)	9,000		9,000	
American Historical Association, Travel expenses of delegates to international meetings (B2861)	9,000		9,000	
American Institute for Research, Study of recruitment of graduate students (B2851)	37,000		37,000	

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1956-57</i>	<i>Balance from Previous Grants</i>	<i>Paid During 1956-57</i>	<i>Unpaid Balance Carried Forward</i>
American Political Science Association, Travel expenses of delegates to international meetings (B2862)	\$9,000		\$9,000	
American Psychological Association, Travel expenses of delegates to international meetings (B2863)	9,000		9,000	
American Sociological Society, Travel expenses of delegates to international meetings (B2864)	9,000		9,000	
American Statistical Association, Travel expenses of delegates to international meetings (B2865)	9,000		9,000	
American Studies Association, To strengthen its program (X2633)		\$31,500	13,500	\$18,000
Amherst College, American studies (X2585)		22,000	11,000	11,000
Antioch College, Study of educational program and organization of experimental projects (B2720, X2628)		51,500	18,750	32,750
Arizona, University of, Undergraduate studies program on Asian civilizations (X2690)	54,000		18,000	36,000
Association of American Universities, Woodrow Wilson fellowships (B2614) Hospitality for delegates to 1958 Quinquennial Congress of Association of Uni- versities of the British Commonwealth (X2720)	10,000	100,000	100,000	10,000
Bishop (Bernice P.) Museum, Pacific studies (B2616)		20,000	20,000	
Brooklyn Public Library, Reading improvement program (B2789)		38,500	21,500	17,000
California, University of, Research on brain organization and behavior (B2613)		15,000	15,000	
Research on creativity (B2797)		115,000	35,000	80,000
Research on higher education (B2817)		400,000	125,000	275,000
Study of organization and policies of School of Education, Los Angeles campus (X2670)	7,000		7,000	
Carnegie Endowment for International Peace, Visiting research scholars (X2688)	75,000		25,000	50,000
Carnegie Foundation for the Advancement of Teaching, Graduate education in the South (B2539)		258,198 {	41,878 ^① 216,320	

① Written off; included in total payments.

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1956-57</i>	<i>Balance from Previous Grants</i>	<i>Paid During 1956-57</i>	<i>Unpaid Balance Carried Forward</i>
Carnegie Institution of Washington, Yerkes Laboratories of Primate Biology (X2614)		\$30,000	\$10,000	\$20,000
Fellowships in natural sciences (B2822)		250,000	50,000	200,000
Chicago, University of, Philippine studies (B2642)		15,000	15,000	
Preparation for publication of letters of Edmund Burke (B2645)		17,700	3,500	14,200
Center for Study of American Foreign Policy (B2840)	\$142,500		28,500	114,000
New undergraduate courses on non-Western civilizations (X2659, X2691)	48,000	50,000	49,000	49,000
Conference on American High School (X2670)	12,000		12,000	
Studies of higher education (X2670)	3,000		3,000	
Study of graduate education (X2709)	100,000		50,000	50,000
Preparation of interpretive world history (B2828, X2700)	37,000		10,000	27,000
Colgate University, New courses for juniors and seniors (X2598)		82,500	27,500	55,000
College Entrance Examination Board, Support of work of Commission on Mathematics (B2829)	150,000		40,000	110,000
Colorado College Experimental program in mathematics and science for general students (B2828, X2716)	60,000			60,000
Columbia University, East European studies (B2705)		100,000	50,000	50,000
Review of general education (B2756)		10,000	10,000	
Oral History Research Office (X2620)		60,000	15,000	45,000
Travel grants to enable U. S. specialists on Russia to visit U.S.S.R. (B2811, B2844)	100,000	100,000	200,000	
To enable Inter-University Committee on Travel Grants to hold conferences (X2670)	6,614		6,614	
Study of higher education in U.S.S.R. (B2845)	250,000		25,000	225,000
Conference on African studies in United States (X2670)	6,500		6,500	
Study of educational program (X2706)	15,000		15,000	
Teachers College, Research on higher education (B2818)		270,000	105,000	165,000
Columbia University Press, Publication of variorum commentary on poems of John Milton (X2556)		9,000		9,000
Publication of translations of oriental historical materials (B2766)		60,000	20,000	40,000
Common Council for American Unity, Preparation and publication of Hungarian edition of <i>Life in America</i> (X2670)	2,500*		2,500	

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1956-57</i>	<i>Balance from Previous Grants</i>	<i>Paid During 1956-57</i>	<i>Unpaid Balance Carried Forward</i>
Cornell University, Study of impact of technological change on non-industrialized societies (X2708)	\$16,800		\$8,400	\$8,400
Research on social factors affecting mental health (X2635)		\$52,500	26,250	26,250
Council for Financial Aid to Education, Support (B2805)		100,000	50,000	50,000
Council on Foreign Relations, Research, regional committees, and fellowships (B2748)		321,000	107,000	214,000
Dartmouth College, Study of ROTC programs in American colleges and universities (B2847)	40,000		40,000	
Duke University, Center of Commonwealth Studies (B2765)		225,000	75,000	150,000
Earlham College, Experiment with small group tutorials for selected students in humanities (B2720, X2654)		30,000	15,000	15,000
Educational Testing Service, Study of feasibility of expanded evaluation program for higher education (X2670)	3,600* }		10,000	
Study of American comprehensive high school (B2856)	6,400 }			
	350,000		198,000	152,000
Foundation Library Center, Support (B2848)	400,000		100,000	300,000
George Peabody College for Teachers, Fellowships and strengthening of liberal arts curriculum (X2643)		120,000	30,000	90,000
Georgia, University of, Survey and collection of materials for study of arts of the United States (B2798, X2719)	74,000	71,600	71,600	74,000
Hartford Seminary Foundation, Instruction in Kennedy School of Missions (B2824)		120,000	24,000	96,000
Harvard University, Russian Research Center (B2465)		150,000	150,000	
International studies (B2785)		650,000	50,000	600,000
Haskins Laboratories, Psycho-physical research on auditory patterns (B2620)		20,000	20,000	

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1956-57</i>	<i>Balance from Previous Grants</i>	<i>Paid During 1956-57</i>	<i>Unpaid Balance Carried Forward</i>
Hawaii, University of, Pacific studies (B2615) Visiting professorships (B2706)		\$20,000 72,000	\$20,000 36,000	\$36,000
Illinois Institute of Technology, New approach to mathematics teaching (X2701)	\$36,000		12,000	24,000
Illinois, University of, Development of new high school mathematics curriculum (X2656)		234,200	92,300	141,900
Institute for College and University Administrators, Research and training programs in academic administration (B2796)		234,400	59,600	174,800
Kansas, University of, Undergraduate program for gifted students (B2853)	36,500		10,500	26,000
Lawrence College, Sophomore courses (B2720, X2648)		40,000	10,000	30,000
Louisville, University of, Police training institute (B2767) Summer school scholarships for superior high school students (B2852)	80,000	60,000	25,000 16,000	35,000 64,000
Maryland, University of, Experimental program of mathematics for junior high school (X2702)	66,000		22,000	44,000
Massachusetts Institute of Technology, Research and conferences on American studies (B2786)		50,000	50,000	
Massachusetts, University of, Foreign language teaching (B2720, X2655)		28,400	17,100	11,300
Michigan State University, Research on technical assistance in under- developed areas (B2749) Study of overseas projects of American universities (X2670, B2838)	12,000* } 268,400 }	90,000	30,000 137,000	60,000 143,400
Michigan, University of, Center for Japanese Studies (B2842) New undergraduate course on Asia (B2828, X2717)	100,000 26,625		35,000	65,000 26,625
Middle States Association of Colleges and Secondary Schools, Regional Conference of President's Committee on Education Beyond the High School (X2670)	8,600		8,600	

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1956-57</i>	<i>Balance from Previous Grants</i>	<i>Paid During 1956-57</i>	<i>Unpaid Balance Carried Forward</i>
Milbank Memorial Fund, Study of social and psychological factors in fertility (X2672)	\$150,000		\$150,000	
Mills College, American studies (B2720, X2611)		\$34,000	18,000	\$16,000
Minnesota, University of, American studies (B2732)		47,200	23,600	23,600
Mount Holyoke College, Interdepartmental courses for seniors (B2720, X2605)		74,000	22,000	52,000
National Academy of Sciences—National Research Council Fellowships in physiological psychology (B2707) Advisory Board on Education (B2846) Committee on International Relations in Anthropology (X2707)	75,000 20,000	56,000	28,000 50,000	28,000 25,000
National Bureau of Economic Research, Study of economic costs and advantages of educational investment (X2705)	36,400		18,200	18,200
National Citizens Commission for the Public Schools, Support of National Citizens Council for Better Schools (B2764)		275,000	275,000	
National Citizens Council for Better Schools, Support (X2674)	150,000			150,000
National Council on Religion in Higher Education, Fellowships (X2683)	30,000		15,000	15,000
National Education Association, Conference on identification and education of gifted students (X2703)	55,000		55,000	
National Merit Scholarship Corporation, Administrative expenses (B2783)		300,000	100,000	200,000
Nebraska, University of, Community education program (B2733, X2681)	79,200	37,900	37,900	79,200
New England Association of Colleges and Secondary Schools, Regional Conference of President's Committee on Education Beyond the High School (X2670)	8,483		8,483	
New Hampshire, University of, Preceptorial studies (B2720, X2631)		25,000	8,000	17,000

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1956-57</i>	<i>Balance from Previous Grants</i>	<i>Paid During 1956-57</i>	<i>Unpaid Balance Carried Forward</i>
New York School of Social Work, Study and revision of educational program (X2657)		\$40,000	\$40,000	
Renovation of the Miller House for use as a research center (X2670)	\$10,000*		10,000	
North Central Association of Colleges and Secondary Schools, Training workshops on higher education (B2832)	147,000		31,500	\$115,500
Regional Conference of President's Committee on Education Beyond the High School (X2670)	9,250		9,250	
Northwestern University, Development of general education for undergraduates (B2720, B2738)		10,000	10,000	
Research and training in international relations (B2839)	250,000		75,000	175,000
New course in world history (B2828, X2699)	21,300		21,300	
Teaching, research, and training in educational psychology (X2704)	156,000		52,000	104,000
Occidental College, History of civilization course (B2720, X2607)		36,000	12,000	24,000
Omaha, University of, Scholarships in college business management (B2787)		36,000	12,000	24,000
Pennsylvania, University of, American studies (X2599)		90,000	30,000	60,000
South Asian studies (B2843)	85,000		25,000	60,000
Pomona College, Divisional courses for seniors (B2720, X2678)	100,000*		34,000	66,000
Practicing Law Institute, Educational program for district attorneys (B2676)		5,000	5,000	
Princeton University, Council of Humanities (B2703)		100,000	50,000	50,000
Seminar sponsored by North Atlantic Treaty Organization (X2673)	50,000		50,000	
New undergraduate course on Asia (X2689)	35,000		19,000	16,000
Puerto Rico, University of, Faculty research fellowships (B2722)		80,000	40,000	40,000
Rensselaer Polytechnic Institute, Revision of general studies program (B2720, B2828, X2680)	50,350* } 49,650 }		20,000	80,000

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1956-57</i>	<i>Balance from Previous Grants</i>	<i>Paid During 1956-57</i>	<i>Unpaid Balance Carried Forward</i>
Saint Xavier College, Instruction in natural sciences (B2720, X2642)		\$30,000	\$15,000	\$15,000
Saint Louis University, Research and training in human relations (B2660)		10,000	10,000	
Sarah Lawrence College, Study of educational program (B2720, X2629)		15,000	15,000	
Scripps College Experimental courses (B2720, X2679)	\$50,000*		10,000	40,000
Social Science Research Council, Faculty research fellowships (B2690)		340,000	100,000	240,000
Administrative expenses (X2553)		80,000	40,000	40,000
Studies of state government (X2602)		50,000	50,000	
Studies and conferences on national security policies (B2812)		37,500	37,500	
Faculty research grants (B2823)		250,000	50,000	200,000
Travel expenses of scholars to international meetings (B2858)	150,000		50,000	100,000
Southern Regional Education Board Research and training in higher education (B2831)	460,000		100,000	360,000
Regional Conference of the President's Committee on Education Beyond the High School (X2670)	9,800		9,800	
Southwestern at Memphis, International studies (X2661)		22,000	11,000	11,000
Stanford University, Research on economic development of Africa (X2554)		60,000	30,000	30,000
Historical research on higher education (B2799)		40,000	10,000	30,000
Conference of professors of higher education (X2670)	6,500		6,500	
Swarthmore College, Study of education for business (B2820)		75,000	50,000	25,000
Syracuse University, Study of education and training for public service overseas (B2833)	175,000		175,000	
Teachers Insurance and Annuity Association, To strengthen its reserves (B2674)		1,500,000	750,000	750,000
Tulane University, Research on development of democratic government in West Africa (X2658)		80,000	20,000	60,000
Graduate education in arts and sciences (B2857)	250,000		83,333	166,667

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1956-57</i>	<i>Balance from Previous Grants</i>	<i>Paid During 1956-57</i>	<i>Unpaid Balance Carried Forward</i>
Tuskegee Institute, Experiment in remedial English usage, reading, and mathematics (B2720, X2630)		\$12,500	\$12,500	
Vassar College, Compilation of book of readings on social science in higher education (X2670)	\$5,500			\$5,500
Washington, University of, Research on Inner Asia (B2841)	150,000		30,000	120,000
Wesleyan University, Interdepartmental seminars in history, government, and economics (B2704)		24,000	12,000	12,000
Western College for Women, Intercultural studies (X2660)		48,000	12,000	36,000
Western Interstate Commission for Higher Education, Regional Conference of the President's Committee on Education Beyond the High School (X2670)	12,000		12,000	
Western Reserve University, Research and experimentation on education for librarianship (X2644)		32,000	16,000	16,000
Wisconsin, University of, Visiting professorships in British Common- wealth history (X2586)		18,000	6,000	12,000
Wyoming, University of, Program in international affairs (B2734)		20,000	10,000	10,000
Yale University, Teacher training program (B2691)		100,000	50,000	50,000
New program of liberal arts courses for engineering students (B2830)	75,500		14,000	61,500
Teaching and research in economic history (X2682)	25,000		12,000	13,000
Research on comparative field administration (X2692)	41,600		30,000	11,600
Various Programs and Projects				
Dissemination of results of Corporation grants (X2693)	50,000		12,000	38,000
Pilot study of governing of higher education (B2813)		15,200	6,303	8,897
Conference on higher education (X2670)	12,000*		12,000	
Conferences and consultations on education beyond the high school (X2663, X2670)	1,000	4,920	5,920	
Fellowships for creative individuals (X2675)	45,000		11,100	33,900
Improvement of undergraduate instruction (B2720, B2828)		200,350	(a)	
Unallocated	500,000			305,425
Allocated	194,575			

(a) \$200,350 allocated to individual institutions, as listed above.

Appropriations and Payments—United States

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1956-57</i>	<i>Balance from Previous Grants</i>	<i>Paid During 1956-57</i>	<i>Unpaid Balance Carried Forward</i>
Various Programs and Projects (<i>continued</i>)				
Management surveys (B2682)		\$16,873		\$16,873
Travel grants for academic administrators (X2615, X2685)	\$50,000	34,493	\$23,268	61,225
Study of American high school, preparatory work (X2684)	19,762		19,762	
Funds made available but remaining unallocated (X2721)	50,000	50,000		50,000
TOTAL APPROPRIATED OR ALLOCATED	\$6,870,659			
Less: Allocated from funds voted in previous years as shown (*) above	250,350			
TOTALS: UNITED STATES	\$6,620,309 ①	\$9,616,934	\$6,698,531	\$9,538,712

<i>ADJUSTMENTS OF APPROPRIATIONS</i>	<i>Not required: written off (listed above)</i>	<i>\$41,878</i>
	<i>Refunds from grants made in previous years</i>	
	<i>1931-32 Scholarly Publication Fund, Encyclopaedia of the Social Sciences (B903, B915)</i>	<i>1,980</i>
	<i>1937-38 National Research Council (B1584)</i>	<i>1,462</i>
	<i>1947-48 Yale University (B2199)</i>	<i>2,000</i>
	<i>1949-50 Association of American Universities (X2469)</i>	<i>516</i>
	<i>1950-51 University of Oregon (B2457)</i>	<i>13</i>
	<i>1951-52 University of Chicago (B2559)</i>	<i>1,611</i>
	<i>1951-52 Harvard University (X2504)</i>	<i>1,613</i>
	<i>1952-53 Association of American Universities (X2543)</i>	<i>10</i>
	<i>1952-53 Council on Foreign Relations (X2521)</i>	<i>3,789</i>
	<i>1953-54 Adult Education Association (X2556)</i>	<i>808</i>
	<i>1953-54 American Library Association (X2556)</i>	<i>622</i>
	<i>1953-54 Harvard University (X2556)</i>	<i>436</i>
	<i>1953-54 Tufts College (B2737)</i>	<i>8</i>
	<i>1955-56 American Association for the Advancement of Science (X2622)</i>	<i>734</i>
	<i>1955-56 American Council on Education (X2622)</i>	<i>792</i>
	<i>1955-56 Association of American Colleges (X2622)</i>	<i>2,968</i>
	<i>1955-56 Association of American Universities (B2800)</i>	<i>550</i>
	<i>1955-56 Association of American Universities (X2622)</i>	<i>2,500</i>
		<u><u>\$64,290</u></u>

① Appropriated from current income \$6,401,309; from future income \$219,000.

Appropriations and Payments—British Dominions and Colonies

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1956-57</i>	<i>Balance from Previous Grants</i>	<i>Paid During 1956-57</i>	<i>Unpaid Balance Carried Forward</i>
Alberta, University of, Educational research program (X2649)		\$36,500	\$11,550	\$24,950
Association of Universities of the British Commonwealth, Quinquennial Congress in Canada (X2616)		75,000		75,000
Auckland University College, Equipment for linguistics research (X2671)	\$4,000		4,000	
Australian Humanities Research Council, Travel expenses of exchange of lecturers with Canada (X2671)	3,400*		3,400	
Council for Overseas Colleges of Arts, Sciences, and Technology, Travel and study (X2671)	2,200		1,626	574
Educational Testing Service, Psychometric fellowships (X2671)	6,200* }		8,000	
Assistance to University of Malaya (X2669, X2695)	1,800 }			
	15,000	50,000	29,000	36,000
Fourah Bay College, Library development (X2557)		1,900	1,900	
Ghana, University College of, Library development (B2759)		3,500	2,000	1,500
Hong Kong, University of, Staff training, salaries, library development, and extension work (X2686)	54,000		28,000	26,000
Humanities Research Council of Canada, Faculty travel and study (B2695)		30,000	15,000	15,000
Travel expenses of exchange of lecturers with Australia (X2671)	3,400*		3,400	
Inter-University Council for Higher Education Overseas, Fellowships for Colonial students (X2626)		100,000	29,596	70,404
Travel and study (X2671)	4,200		2,590	1,610
Laval University, Research in social sciences (B2771)		78,000	26,000	52,000
Educational research (B2854)	115,000		23,000	92,000
Makerere College, For teaching and research (X2589)		43,000	21,000	22,000
McGill University, Arctic studies (X2636)		71,750	22,500	49,250
McMaster University, Teaching in psychology (B2624)		1,600	1,600	
Memorial University of Newfoundland, Faculty travel and historical research (B2773)		22,000	14,000	8,000

Appropriations and Payments—British Dominions and Colonies

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1956-57</i>	<i>Balance from Previous Grants</i>	<i>Paid During 1956-57</i>	<i>Unpaid Balance Carried Forward</i>
New Zealand Library Association, Microfilm equipment (X2457)		\$835	\$835	
New Zealand, University of, Research in social sciences (B2668)		12,000	12,000	
Nigerian College of Arts, Science and Technology Library development (B2760)		4,000	4,000	
Rhodes University, Studies of eastern Cape Province and adjoining areas of South Africa (X2591)		30,000	10,000	\$20,000
Rhodesia and Nyasaland, University College of, Establishment of Central African Institute of Education (X2588)		54,400	19,500	34,900
Royal Technical College of East Africa, Library development (X2604)		3,000	3,000	
Rural Training and Demonstration Centre, Asaba, Nigeria, Program of village community development (B2503)		40,684		40,684
Social Science Research Council of Australia, Grants-in-aid (B2669)		16,000	8,000	8,000
South African Association of Arts, Visiting Lecturer (X2671)	\$1,000		1,000	
South African Council for Scientific and Industrial Research, Appointment of an American psychologist (X2623)		1,500	1,500	
Sydney, University of, Study of community attitudes toward the University (X2694)	12,000		12,000	
Toronto, Public Library of, Publication of Arthur papers (X2470)		7,500	1,500	6,000
University College, Ibadan, Nigeria, Historical research and local travel (X2637)		38,727	5,639	33,088
West Indies, University College of the, Center for educational research (B2697)		35,200	35,200	
Faculty research and study in Caribbean area (B2758)		23,900	9,300	14,600
Educational radio program (X2625)		19,000	9,500	9,500
Institute of Social and Economic Research (X2650)		16,666	8,333	8,333
Study of extra-mural program by Canadian expert (X2671)	9,000		9,000	
Western Australia, University of, Teaching and research in social anthropology and psychology (B2698)		16,000	8,000	8,000

Appropriations and Payments—British Dominions and Colonies

<i>Recipient and Purpose</i>	<i>Appropriated or Allocated During 1956-57</i>	<i>Balance from Previous Grants</i>	<i>Paid During 1956-57</i>	<i>Unpaid Balance Carried Forward</i>
Witwatersrand, University of the, Price Institute of Geophysical Research (B2607)		\$34,590	\$18,700	\$15,890
World University Service of Canada, To enable Canadian university faculty members to attend a seminar in Ghana (X2671)	\$12,000*		12,000	
Various Programs and Projects				
American Book Shelf, Sets of books about the United States for libraries in British Commonwealth (B2814, X2670)	10,000	176,895	180,165	6,730
Study of West African Libraries (X2671)	6,500		5,334	1,166
Travel and study, grants for, Grants-in-aid, 113 allocations (X2627, X2676, B2866)	20,040* } 405,000 }	124,071	178,090	131,357
Unallocated				219,624
Dominion journalists, 4 allocations (B2802)	14,360*	31,747	11,333	8,244
Unallocated				12,170
Funds made available but remaining unallocated (X2722)	25,000	25,000		25,000
TOTAL APPROPRIATED OR ALLOCATED: B.D.&C.	\$724,100			
Less: Allocated from funds voted in previous years as shown (*) above	59,400			
TOTALS: B.D.&C.	<u>\$664,700</u> ①	<u>\$1,224,965</u>	<u>\$812,091</u>	<u>\$1,077,574</u>

<i>ADJUSTMENTS OF APPROPRIATIONS</i>	<i>Refunds from grants made in previous years: 1952-53 The Canada Foundation (X2522) 1953-54 University College of the West Indies (X2557) 1955-56 National Conference of Canadian Universities (B2825)</i>	<i>\$677 789 5,176 \$6,642</i>
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UNITED STATES AND BRITISH DOMINIONS AND COLONIES

SUMMARY OF APPROPRIATIONS AND PAYMENTS

FOR PURPOSES IN UNITED STATES	\$6,620,309	\$9,616,934	\$6,698,531	\$9,538,712
FOR PURPOSES IN BRITISH DOMINIONS AND COLONIES	664,700	1,224,965	812,091	1,077,574
TOTALS	<u>\$7,285,009</u>	<u>\$10,841,899</u>	<u>\$7,510,622</u>	<u>\$10,616,286</u>

① Appropriated from current income \$639,700; from future income \$25,000.

Grants for Travel and Study

During the Year Ended September 30, 1957

British Dominions and Colonies Program

From Australia

F. R. BEASLEY

Professor of law, University of Western Australia
Methods of federal-state cooperation and legal education, North America

C. J. BIRKETT CLEWS

Professor of physics, University of Western Australia
Research in physics, North America

D. H. BORCHARDT

Librarian, University of Tasmania
Construction and administration of university libraries, North America

J. O. A. BOURKE

Bursar, New South Wales University of Technology
University administration and the teaching of public and business administration, North America

R. S. COGGINS

Lecturer in geography, Teachers' College, Adelaide
Teacher training in geography, United States

BRIAN COGHLAN

Senior lecturer in German, University of Adelaide
Teaching of German and organization of student activities, North America

LYNDON DADSWELL

Sculptor, senior lecturer, National Art School, Sydney
Art education, United States

EVAN DAVIES

Senior lecturer in applied psychology, New South Wales University of Technology
Teaching and research in industrial psychology, North America

F. P. DONOVAN

Professor of law, University of Melbourne
Teaching of commercial law, North America

N. T. FLENTJE

Senior plant pathologist, Waite Agricultural Research Institute, University of Adelaide
Research in plant pathology, North America

FRANK GAMBLER

Senior lecturer in mathematics, University of Western Australia
Objective testing and improvement of teaching in mathematics, United States

S. C. B. GASCOIGNE

Principal research assistant, Commonwealth Observatory, Canberra
Astronomical research, United States and Europe

A. D. HOPE

Professor of English, Canberra University College
Teaching of American literature, United States

A. R. MAIN

Senior lecturer in zoology, University of Western Australia
Zoological research, United States

C. R. McRAE

Deputy Vice-Chancellor, University of Sydney
University administration, general education and educational research, North America

F. V. MERCER

Professor of plant physiology, University of Sydney
Teaching of botany, North America

GEORGE MOLNAR

Senior lecturer in architecture, University of Sydney
Architecture and architectural education, United States and Mexico

W. D. NEAL

Superintendent of research and curriculum, department of Education, Western Australia
Public education and university centers of educational research, North America

A. J. A. NELSON

Director, department of adult education, University of New England
University extension services, North America

Grants for Travel and Study—British Dominions and Colonies Program

AGNES SCOBIE

Adviser to women students, University of Sydney
Student personnel work in universities, North America

M. M. SCOTT, S. J.

Rector, Aquinas College, University of Adelaide
New developments in religious art and church architecture, United States

JIRI TANCIBUDEK

Principal oboist, Victorian Symphony Orchestra;
teacher, Melbourne Conservatorium of Music
Teaching and playing of the oboe, North America

N. G. TRAYLEN

Principal, Graylands Teachers' College, Western Australia
Teacher training, North America

D. H. TROLLOPE

Senior lecturer in civil engineering, University of Melbourne
Teaching of soil mechanics and its application to town and regional planning, United States

K. F. WALKER

Professor of psychology, University of Western Australia
Teaching and research in psychology, North America

W. J. WEEDEN

Director, Commonwealth Office of Education, Sydney
Methods of financing universities, North America

H. E. WESLEY SMITH

Assistant registrar (academic), University of Adelaide
University administration, North America

IRIS WILCOCK

Sub-Dean, faculty of arts, University of Melbourne
Liberal arts teaching and academic counseling in universities and colleges, North America

From Canada

H. S. ARMSTRONG

Dean of arts and science, McMaster University
University administration, United States

S. C. T. CLARKE

Associate professor of education, University of Alberta
Organization of educational research, United States

From the Federation of Rhodesia and Nyasaland

D. A. ROBINSON

Assistant director of native agriculture, Southern Rhodesia
Agricultural extension services, United States, Puerto Rico, and Jamaica

From Ghana

SOPHIA C. BOAFO

Assistant director of education (women and girls), Education Department, Accra
Methods of teacher training and extension work in home economics, North America

From New Zealand

W. E. ADAMS

Professor of anatomy, University of Otago
Teaching of anatomy, United States

F. M. HENDERSON

Senior lecturer in fluid mechanics and hydraulics, Canterbury University College
Teaching and research in fluid mechanics, United States

A. R. LILLIE

Professor of geology, Auckland University College
Research problems in structural geology and teaching in geology, North America

LESLIE PALMIER

Head, department of Asian studies, Victoria University College
Asian study programs, North America, Europe, and Asia

RALPH PIDDINGTON

Professor of anthropology, Auckland University College
Cultural minorities and teaching and research in anthropology, North America

H. M. POWER

Senior tutor, Victoria University College Council of Adult Education
Adult education and university extension programs, North America

K. J. SCOTT

Associate professor of political science, Victoria University College
Teaching of political science and public administration, North America

Grants for Travel and Study—British Dominions and Colonies Program

C. G. F. SIMKIN

Professor of economics, Auckland University College

National income analysis, teaching and research in economics, United States

From the Union of South Africa

G. J. BEUKES

Lecturer in Afrikaans literature, University of the Orange Free State

Modern methods of play production as taught in universities, United States

A. R. DELIUS

Correspondent for the *Cape Times*, Cape Town
Political, social, and cultural life and the influence of problems of race relations, United States and Canada

ROSALIE VAN DER GUCHT

Senior lecturer in speech, University of Cape Town
University work in speech, drama, and radio broadcasting, United States

GWENETH KNOWLES-WILLIAMS

Senior lecturer in English, University of Pretoria
Teaching of English in universities with special reference to English as a second language, North America

R. HOFFENBERG

Lecturer in medicine, University of Cape Town
Radio isotope techniques, United States

B. G. HOOD

City librarian, Cape Town
Public library services and administration, North America

H. P. MALAN

Senior lecturer in chemistry, University of Stellenbosch
Research in nuclear and radio chemistry, United States

LEO MARQUARD

Author and historian
Political, social, and cultural life, United States and Canada

D. C. MIDGLEY

Professor of hydraulic engineering, University of the Witwatersrand
Developments in hydraulic laboratory practice and research, United States

J. J. OBERHOLSTER

Senior lecturer in history, University of the Orange Free State

Teaching of history, North America

S. P. OLIVIER

Professor of education, University of Cape Town
Secondary education and teacher training, North America

H. V. ROBERTS

General secretary, South African Institute of International Affairs, Johannesburg
Activities of international organizations and centers of African studies, North America and Europe

H. M. ROBINSON

Organizer of libraries, Transvaal Provincial Administration, Pretoria
Rural library services, North America

P. A. THERON

Professor of psychology, University of Stellenbosch
Methods of research on human relations in industry, United States

L. M. YOUNG

Senior lecturer in history, University of Natal
Organization of historical research and teaching of history, United States and British West Indies

From Dependent Territories

G. B. CARTLAND

Minister of Social Services for Uganda, Entebbe
The pattern of higher education, United States

C. G. O'HAGAN

Inspector of schools and English specialist, Department of Education, Kenya
Teacher training and the teaching of English to foreign students, United States

JEAN M. ROBERTSON

Senior lecturer in social studies, University of Malaya, Singapore
Social work education, North America

DOROTHEA SCOTT

Librarian, University of Hong Kong
Organization and administration of libraries, United States

Grants for Travel and Study—British Dominions and Colonies Program

L. A. SHERIDAN

Professor of law, University of Malaya, Singapore
Legal education, Australia

G. T. WARD

Lecturer in engineering, University of Malaya, Singapore
Organization and equipment of university engineering departments, United States

Y. C. WONG

Professor of mathematics, University of Hong Kong
Recent research in differential geometry, United States

From the United Kingdom

G. S. GRAHAM

Rhodes Professor of Imperial History, King's College, University of London
Research and lecturing, Australia and New Zealand

From the United States

H. W. DODDS

Former president of Princeton University
Lecture tour, Australia

E. N. GRISWOLD

Dean of the law school, Harvard University
Legal scholarship and legal education, Australia and New Zealand

PAULINE TOMPKINS

Former dean of the women's division, Colby College
Education of women, Australia

Dominion Journalists

DAVID LAWSON

Leader writer, *The Auckland Star*, New Zealand
Associate Nieman Fellow, Harvard University

J. L. MARSHALL

Senior reporter and feature writer, *Perth Daily News*, Australia
Associate Nieman Fellow, Harvard University

Commonwealth Libraries Offered American Book Sets

Australia

CANBERRA

Canberra University College
The Australian National University
The Commonwealth National Library

NEW SOUTH WALES

Upper Murray Regional Library Service
The University of New England
Teachers' College, Armidale
Broken Hill City Library
Marrickville Municipal Library
Newcastle City Library
Sydney Teachers' College
New South Wales University of Technology
The University of Sydney
Department of Technical Education, Sydney
Library Board of New South Wales—5 sets
The City of Sydney Public Library

Canterbury Municipal Library
Public Library of New South Wales
Namoi Regional Library
Newcastle University College
City of Greater Wollongong Public Libraries

QUEENSLAND

University of Queensland
Teachers' College, Brisbane
Public Library of Queensland

SOUTH AUSTRALIA

The University of Adelaide
Teachers' College, Adelaide
Public Library of South Australia

TASMANIA

The University of Tasmania
Launceston Public Library

Commonwealth Libraries Offered American Book Sets

VICTORIA

Ballaarat Municipal Libraries
Melbourne Teachers' College, Melbourne
The University of Melbourne
Public Library of Victoria
Melbourne City Council Library Service

WESTERN AUSTRALIA

Teachers' College, Claremont
The University of Western Australia
State Library of Western Australia

Canada

ALBERTA

Calgary Public Library
University of Alberta, Edmonton
Edmonton Public Library

BRITISH COLUMBIA

Fraser Valley Regional Library, Abbotsford
Okanagan Regional Library, Kelowna
Vancouver Island Regional Library, Nanaimo
The University of British Columbia, Vancouver
Vancouver Public Library
Victoria Public Library
Public Library Commission, Victoria

MANITOBA

University of Manitoba, Winnipeg
Winnipeg Public Library

NEW BRUNSWICK

The University of New Brunswick, Fredericton
Mount Allison University, Sackville
Saint John Free Public Library
St. Joseph's University, St. Joseph

NEWFOUNDLAND

Memorial University of Newfoundland, St. John's
Newfoundland Public Libraries Board, St. John's

NOVA SCOTIA

St. Francis Xavier University, Antigonish
Dalhousie University, Halifax
Nova Scotia Provincial Library, Halifax
Acadia University, Wolfville

ONTARIO

McMaster University, Hamilton
Hamilton Public Library
Queen's University, Kingston
University of Western Ontario, London
The Public Library and Art Museum, London
University of Ottawa
Carleton University, Ottawa
National Library, Ottawa

University of Toronto
Toronto Public Library
Windsor Public Library
Assumption University of Windsor

PRINCE EDWARD ISLAND

Prince Edward Island Libraries, Charlottetown

QUEBEC

Bishop's University, Lennoxville
McGill University, Montreal
University of Montreal
Montreal Civic Library
Laval University, Quebec
University of Sherbrooke, Sherbrooke
Westmount Public Library, Montreal

SASKATCHEWAN

Moose Jaw Public Library, Moose Jaw
Regina College, Regina
Regina Public Library
University of Saskatchewan, Saskatoon
Saskatoon Public Library

Ceylon

University of Ceylon, Peradeniya
Public Library, Colombo

Ghana

University College of Ghana, Accra
Ghana Library Board
Kumasi College of Technology

Malaya

University of Malaya, Kuala Lumpur
Technical College, Kuala Lumpur
Kuala Lumpur Book Club
Malayan Teachers' College, Penang

New Zealand

Auckland University College
Auckland Teachers' College
Auckland Public Libraries
Lincoln College, Canterbury
Canterbury University College, Christchurch
Teachers' College, Christchurch
Canterbury Public Library, Christchurch
University of Otago, Dunedin
Dunedin Teachers' College
Dunedin Public Library
Turanganui Public Library, Gisborne
Public Library, Invercargill

Commonwealth Libraries Offered American Book Sets

War Memorial Library, Lower Hutt
Nelson Institute Library, Nelson
New Plymouth Public Library
Massey Agricultural College, Palmerston North
Municipal Library, Palmerston North
Timaru Public Library
Wanganui Public Library
Victoria University College, Wellington
Teachers' College, Wellington
Wellington Public Libraries
National Library Service, Wellington
General Assembly Library, Wellington

Rhodesia and Nyasaland

Bulawayo Public Library
Southern Rhodesia National Free Library Service,
Bulawayo
University College of Rhodesia & Nyasaland,
Salisbury
Queen Victoria Memorial Library, Salisbury

Union of South Africa

CAPE PROVINCE

Cape Province Library Service, Cape Town
South African Library, Cape Town
Hewat Training College, Cape Town
Library of Parliament, Cape Town
City Library Service, Cape Town
East London Public Library
University College of Fort Hare, East London
Rhodes University, Grahamstown
Grahamstown Public Library
Kimberly Public Library
Public Library, Port Elizabeth
University of Cape Town, Rondebosch
University of Stellenbosch

NATAL

University of Natal, Durban
Durban Municipal Library
University of Natal, Pietermaritzburg
The Natal Society Public Library, Pietermaritzburg
Natal Provincial Library Service

ORANGE FREE STATE

University of the Orange Free State, Bloemfontein
Free State Provincial Library, Bloemfontein
Public Library, Bloemfontein

TRANSVAAL

Germiston (Carnegie) Public Library
College of Education, Heidelberg
University of the Witwatersrand, Johannesburg
Public Library, Johannesburg
Potchefstroom University

University of Pretoria
University of South Africa, Pretoria
Transvaal Provincial Library, Pretoria
The State Library, Pretoria
Transvaal Normal College, Pretoria

BASUTOLAND

Pius XII University College, Roma

SOUTH WEST AFRICA

Public Library, Windhoek

DEPENDENT TERRITORIES

Asia

HONG KONG

The University of Hong Kong
New Asia College
Chung Chi College

SINGAPORE

University of Malaya
Nanyang University
Raffles Library
Teachers' Training College

East Africa

KENYA

Royal Technical College of East Africa, Nairobi
East African Literature Bureau, Nairobi
McMillan Memorial Library, Nairobi
Desai Memorial Library, Nairobi

TANGANYIKA

East African Literature Bureau

UGANDA

Makerere College, Kampala
East African Literature Bureau, Kampala

West Africa

GAMBIA

British Council Library, Bathurst

NIGERIA

The Nigerian College of Technology, Enugu
Eastern Region Library Board, Enugu
The Nigerian College of Technology, Ibadan
University College, Ibadan
Western Regional Library, Ibadan
Northern Regional Library Service, Kaduna
Lagos Municipal Library, Lagos
The Nigerian College of Technology, Zaria

Commonwealth Libraries Offered American Book Sets

SIERRA LEONE

British Council Library, Freetown
Fourah Bay College, Freetown

Central Library of Trinidad & Tobago, Port-of-Spain, Trinidad
Carnegie Free Library, San Fernando

West Indies

Barbados Public Library, Barbados
Georgetown Public Library, British Guiana
Jubilee Public Library Service, British Honduras
University College of the West Indies, Jamaica
Institute of Jamaica
Jamaica Library Service
Eastern Caribbean Regional Library, Port-of-Spain, Trinidad

Island Territories

The Bermuda Library, Hamilton
Cyprus Public Library, Nicosia
Ramakrishna Library, Nandi, Fiji
Carnegie Library, Suva, Fiji
Royal University of Malta, Valletta
Royal Malta Library, Valletta
Mauritius Institute Library, Port Louis

THE TREASURER'S REPORT

Starting on page 102 are the various customary statements showing the Corporation's assets and liabilities on September 30, 1957, its income and expenditures for the year ended on that date, a summary of the investments held at the year end and of the changes in investments during the year, and a list of all the securities owned at the year end with their cost and market values. These statements were audited by the independent public accounting firm of Price Waterhouse & Co.; their opinion that the statements present fairly the Corporation's financial position and its income, expenses, and appropriations appears on page 101.

The following comments are intended to supply information about the Corporation's financial position and the changes during the year not obtainable from the audited statements alone.

The Corporation's assets at cost or book value on September 30, 1957, were classified as follows:

	<u>Sept. 30, 1957</u>	<u>%</u>	<u>Sept. 30, 1956</u>	(+) Increase or (-) Decrease <u>During the Year</u>
Marketable Securities				
U. S. Government Bonds	\$38,910,462	20.22	\$55,735,627	-\$16,825,165
Other Bonds	67,923,967	35.30	55,541,709	+ 12,382,258
Mortgage	6,584,101	3.42		+ 6,584,101
Preferred Stocks	6,412,134	3.33	7,168,942	- 756,808
Common Stocks	64,479,156	33.50	61,824,546	+ 2,654,610
Reversionary Interests	726,786	.38	875,871	- 149,085
Cash	7,061,589	3.67	2,418,522	+ 4,643,067
Deposit on U. S. Govern- ment Bond Subscription	14,000	.01		+ 14,000
Other Assets	<u>334,197</u>	<u>.17</u>	<u>334,197</u>	
	\$192,446,392	100.00	\$183,899,414	+ \$8,546,978

Annual Report for 1957

The book value of the bonds and preferred and common stocks held decreased during the year by \$2,545,105. On the other hand, the Corporation during the year took up an earlier commitment to purchase a large mortgage on the Abilene Air Force Base which is insured by the Federal Housing Association under the so-called Capehart Amendment; after amortization this mortgage stood on the books at the year end at \$6,584,101. Moreover, there was on hand at the year end more than the normal amount of cash, over \$5,000,000 of which was being held for investment in high-grade corporation bonds as these became available. The market value of all the classes of marketable securities held, including the Abilene mortgage, declined during the year for the first time in recent years. The decrease in market value was \$21,028,802 and the year-end figure was \$224,637,281.

The Corporation's assets as reported include certain items of income appropriated for specific purposes but not yet paid out. The total of this unspent income is:

	<u>Sept. 30, 1957</u>	<u>(+) Increase or (-) Decrease During the Year</u>
Reserves		
Carnegie Foundation Pensions	\$675,001	
Professors' Annuities	<u>350,004</u>	
	\$1,025,005	- \$140,975
Appropriations Payable	\$10,616,286	
Less: Payable out of future income	<u>1,056,393</u>	
	<u>9,559,893</u>	+ 725,067
	\$10,584,898	+ \$584,092

Endowment

Deducting this undisbursed income from total assets leaves a remainder of \$181,861,494. This is the Corporation's capital fund, the earnings from which provide the means of carrying on its various activities. It is made up of:

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	<u>Sept. 30, 1957</u>	<u>(+) Increase During the Year</u>
Endowment and Legacies	\$135,336,869	
Accumulated Net Profit on Sales and Redemption of Securities	<u>46,524,625</u>	
	\$181,861,494	+\$7,962,886

The accumulated net profit is set aside in Depreciation Reserve and in Counsel's opinion is not income and is not available for appropriation. It is to provide for possible future losses from sale or redemption of securities, and loss of premiums on bonds or in the recovery of the remaining reversionary interests in the trusts handled by Home Trust Company.

Miscellaneous Assets

Over 99 per cent of the Corporation's assets is made up of cash and marketable securities at cost. The remainder came from bequests under the wills of Mr. Carnegie and Mrs. Carnegie.

CARNEGIE HOUSE PROPERTIES

The Carnegie House properties were bequeathed to the Corporation by Mrs. Carnegie. They are carried on the Corporation books at the nominal value of \$1. They consist of the land and two buildings located in New York City at 2 East Ninety-first Street and 9 East Ninetieth Street. The properties are leased rent-free until September 30, 1970, to the New York School of Social Work, an affiliated graduate school of Columbia University. The School of Social Work has sublet part of one building to the New York School for Nursery Years.

HOME TRUST COMPANY

The Corporation owns all the capital stock (except directors' qualifying shares) of Home Trust Company, which is carried in the Corporation accounts at its appraised value when acquired in 1925 from Mr. Carnegie's estate. It also owns the reversionary interest in various trusts established by Mr. Carnegie and administered by Home Trust Company.

Annual Report for 1957

President of Home Trust Company is C. Herbert Lee, treasurer of Carnegie Corporation; vice president is James A. Perkins, vice president of Carnegie Corporation; secretary is Jerome A. Q. Franks; and treasurer is Reginald A. Cook, assistant investment officer at Teachers Insurance and Annuity Association. These persons, with Walter A. Mahlstedt, vice president of Teachers Insurance and Annuity Association, make up the Trust Company's board of directors.

Home Trust Company was organized in 1901 in New Jersey to care for various of Mr. Carnegie's financial interests after he retired. It became trustee of certain trusts set up by Mr. Carnegie during his lifetime to pay pensions to various people on his private pension list. It acted as executor of Mr. Carnegie's estate and is still trustee of certain trusts established by his will. It has never engaged in a general banking business nor accepted deposits. Since it accepts no new business, its activities have steadily declined owing to the deaths of former recipients of pensions and annuities.

When Mr. Carnegie died in 1919 there were 45 annuitants trusts, and 409 pensioners. There are now seven annuitants trusts and 21 pensioners. Of Carnegie Corporation's reversionary interest in these trusts, originally \$5,386,133, so far \$4,659,347 has been received as various trusts expired. The present balance is \$726,786. In the year just closed the Corporation received \$109,379 of excess income and principal from the Pensions Trust, from which \$62,121 was allocated to income and \$47,258 was credited to Depreciation Reserve, the entire reversionary interest in the Pensions Trust having been previously recovered. Also, \$174,657 was received from an annuitants trust; in this case \$88,371 was allocated to income and \$86,286 in liquidation of the reversionary interest.

ADVANCES TO CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

Through September 30, 1957, the Corporation had advanced \$11,080,000 from income to the Carnegie Foundation for the Advancement of Teaching to enable the Foundation to carry out its obligations for payment of free pensions to retired college and uni-

The Detailed Record

versity teachers and their widows. These advances are to be repaid by the Foundation without interest from time to time in the future, from whatever income it has available after the payment of pensions and other expenditures. Their present value is of course dependent on the rate of repayment. There is no way to determine present value now; accordingly, these advances are carried on the Corporation's books at the nominal value of \$1. The Corporation is obligated for advances up to a total not to exceed \$15,000,000. Last year's advances were \$955,000. All the advances to date have been met from income set aside for the purpose. At the present time the Corporation has a reserve of \$675,001, which was set aside from past income, to meet future advances; the Corporation is continuing to set aside \$900,000 annually for this purpose.

Changes in Investments During the Year

A considerable amount of change was made in the Corporation's security portfolio during the year to take advantage of the substantial changes in the securities market which took place as the year went on. U. S. Government bonds were sold and replaced with higher-yielding corporation bonds and the Abilene Air Force Base mortgage. There were also substantial sales of common stocks which realized a considerable net profit; most of the proceeds went back into other common stocks with some balance still held in cash for the purchase of corporation bonds. The sales of common stocks realized a profit of \$8,979,575; the other sales of securities a loss of \$1,001,148. The total profit realized on these transactions was \$7,978,427, which is reflected in the increase in Depreciation Reserve. The market value of all securities held at the year end was \$40,327,461 more than cost (or book value). All of this excess of market value was in the common stocks; the market value of bonds held was \$10,322,387 less than cost; of preferred stocks \$949,684 less than cost.

Income and Appropriations

The income received from securities during the year was equal to a return of 5.20 per cent on the cost of securities held at the year end;

Annual Report for 1957

in the preceding year it was 4.99 per cent. It was the largest income in the Corporation's history. The details of income and appropriations are given below.

	<u>1956-57</u>	<u>1955-56</u>	(+) Increase or (-) Decrease <u>from 1955-56</u>
Dividends and Interest on Securities	\$9,578,896	\$8,999,745	+\$579,151
Income recovered from Reversionary Interest	150,492	185,476	- 34,984
Dividend Home Trust Co. stock		195,000	- 195,000
	<u>\$9,729,388</u>	<u>\$9,380,221</u>	<u>+\$349,167</u>
Administrative Expenses	649,372	602,690	+ 46,682
	<u>\$9,080,016</u>	<u>\$8,777,531</u>	<u>+\$302,485</u>
Transferred to Reserves	915,259	920,663	- 5,404
	<u>\$8,164,757</u>	<u>\$7,856,868</u>	<u>+\$307,889</u>
Appropriations			
Authorized (excluding those deferred)	\$7,041,009	\$7,192,473	-\$151,464
Of previous years for payment in 1956-57	<u>1,350,000</u>	<u>1,350,000</u>	
Excess of Appropriations over Income for the year	\$226,252	\$685,605	-\$459,353
Appropriations refunded during the year	70,932	30,722	+ 40,210
Unappropriated Income brought forward from 1955-56	<u>292,927</u>	<u>947,810</u>	<u>- 654,883</u>
Balance unappropriated and carried forward to 1957-58	<u>\$137,607</u>	<u>\$292,927</u>	<u>-\$155,320</u>
United States	<u>\$149,325</u>	<u>\$250,247</u>	<u>-\$100,922</u>
British Dominions and Colonies	<u>11,718</u>	<u>42,680</u>	<u>- 54,398</u>

PRICE WATERHOUSE & CO.

56 Pine Street
New York
November 12, 1957

TO THE BOARD OF TRUSTEES,
CARNEGIE CORPORATION OF NEW YORK

We have examined the balance sheet of Carnegie Corporation of New York as of September 30, 1957 and the related statements of income, expenses and appropriations for the year then ended and other supporting schedules included in the Treasurer's report. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances, including confirmation of cash and securities owned at September 30, 1957 by correspondence with depositaries.

The attached financial statements have been prepared on the accrual basis except that dividend and interest income on securities and administration expenses, including expenditures for furniture and equipment, are reported on the cash basis of accounting. However, if the latter items were stated on the accrual basis of accounting, the effect on net income of the corporation would not be material.

In our opinion, the accompanying statements and schedules and notes thereto present fairly, on the basis indicated above which is consistent with that of the preceding year, the financial position of Carnegie Corporation of New York at September 30, 1957, and its income, expenses and appropriations for the year then ended.

PRICE WATERHOUSE & CO.

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

EXHIBIT I

B A L A N C E S H E E T

September 30, 1957

Assets

Securities at Book Amount (SCHEDULE A and NOTE 1)

Bonds

U. S. Government \$38,910,462

Other 67,923,967

Mortgage 6,584,101

Stocks

Preferred 6,412,134

Common 64,479,156

Total (Approximate market quotations \$224,637,281) \$184,309,820

Reversionary Interests

Annuitants Trusts \$702,490

Carnegie Hall Pension Trust 24,295

Pensions Trust 1

726,786

Cash

7,061,589

Deposit on U. S. Government Bond Subscription

14,000

Other Assets (NOTE 2)

Home Trust Co., Capital Stock \$334,195

Carnegie Foundation—Advances on pensions 1

Carnegie House Properties 1

334,197

\$192,446,392

- NOTES 1. Investments in securities are carried generally at cost if purchased or at quoted market value at dates of receipt if acquired by gift.
2. See pages 97-99.

CARNEGIE CORPORATION OF NEW YORK

EXHIBIT I

BALANCE SHEET

September 30, 1957

Funds, Reserves and Liabilities

Capital Fund				
Endowment			\$125,000,000	
Legacies			10,336,869	
Depreciation Reserve (NOTE 2)				
Balance at beginning of year		\$38,561,739		
Add: Profit on sale of securities		<u>7,978,427</u>		
		\$46,540,166		
Deduct: Loss on recovery of				
Reversionary Interests		<u>15,541</u>		
Balance at end of year			<u>46,524,625</u>	
Reserves				\$181,861,494
Carnegie Foundation Pensions (NOTE 2)			\$675,001	
Professors' Annuities			<u>350,004</u>	
				1,025,005
	<i>British</i>	<i>United</i>		
	<i>Dominions</i>	<i>States</i>		
	<i>& Colonies</i>			
Appropriations Authorized				
Current—Payable from income				
received prior to September				
30, 1957	\$1,052,574	\$8,369,712	\$9,422,286	
Deferred—Payable from income				
of the fiscal years ending				
September 30, 1958	\$25,000	\$1,069,000		
September 30, 1959		<u>100,000</u>		
	<u>\$25,000</u>	<u>\$1,169,000</u>	<u>1,194,000</u>	
Totals (See page 87)	<u>\$1,077,574</u>	<u>\$9,538,712</u>		10,616,286
Appropriations in Excess of Income to Date				
Payable Out of Future Income, United States (EXHIBIT II)				1,019,675
Appropriations in Excess of Income to Date				
Payable Out of Future Income, British Dominions and Colonies (EXHIBIT III)			<u>36,718</u>	
			<u>\$192,446,392</u>	

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

EXHIBIT II

UNITED STATES

Statement of Income, Expenses and Appropriations

For the Year Ended September 30, 1957

and Appropriations Payable Out of Future Income

Income		
Dividends and interest on securities (SCHEDULE A)	\$8,955,236	
Income portion of Reversionary Interests recovered during the year*	<u>150,492</u>	
		\$9,105,728
Administrative expenses (SCHEDULE C)		<u>604,372</u>
Net Income		\$8,501,356
Transfer to reserves		
Carnegie Foundation—Pensions	\$900,000	
Professors' Annuities	<u>15,259</u>	
		<u>915,259</u>
Income available for appropriations		\$7,586,097
Appropriations of available income		
Authorized during current year (see page 84)	\$6,401,309	
Authorized during prior years	<u>1,350,000</u>	
	\$7,751,309	
Deduct		
Appropriations refunded or not needed	<u>64,290</u>	
		<u>7,687,019</u>
Appropriations in excess of income for the year		\$100,922
Balance, unappropriated income, October 1, 1956		<u>250,247</u>
Balance, unappropriated income, September 30, 1957		\$149,325
Deduct—Appropriations authorized payable out of future income (SEE EXHIBIT I)		<u>1,169,000</u>
Appropriations in excess of income to date payable out of future income		<u>\$1,019,675</u>

* Income from Reversionary Interests, see page 98.

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

EXHIBIT III

BRITISH DOMINIONS AND COLONIES

Statement of Income, Expenses and Appropriations

For the Year Ended September 30, 1957

and Appropriations Payable Out of Future Income

Income		
Dividends and interest on securities (SCHEDULE A)		\$623,660
Administrative expenses (SCHEDULE c)		<u>45,000</u>
Income available for appropriations		\$578,660
Appropriations of available income		
Authorized during current year (see page 87)	\$639,700	
Deduct		
Appropriations refunded	<u>6,642</u>	
		<u>633,058</u>
Appropriations in excess of income for the year		\$54,398
Balance, unappropriated income October 1, 1956		<u>42,680</u>
Appropriations in excess of income		\$11,718
Add—Appropriations authorized payable out of future income (SEE EXHIBIT I)		<u>25,000</u>
Appropriations in excess of income to date payable out of future income		<u><u>\$36,718</u></u>

CARNEGIE CORPORATION OF NEW YORK

SCHEDULE A

Summary of Securities Held

September 30, 1957

and Income for the Year

	<i>Rights</i>	<i>Shares</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>	<i>(+) Greater (-) Less than Book</i>	<i>Net Income</i>
Bonds							
U. S. Government			\$38,068,000	\$38,910,462	\$35,259,605	— \$3,650,857	\$1,497,712
Other			66,922,307	67,923,967	61,384,975	— 6,538,992	1,953,881
Totals			\$104,990,307	\$106,834,429	\$96,644,580	— \$10,189,849	\$3,451,593
Mortgage			6,451,563	6,584,101	6,451,563	— 132,538	146,046
Stocks							
Preferred		115,159		6,412,134	5,462,450	— 949,684	307,102
Common	24,000	2,316,358		64,479,156	116,078,688	+ 51,599,532	5,674,155
Totals, SCHEDULE B	24,000	2,431,517	\$111,441,870	\$184,309,820	\$224,637,281	+ \$40,327,461	
Total Income							<u>\$9,578,896</u>
British Dominions and Colonies—Allocated in accordance with Resolution B2263							\$623,660
United States							<u>8,955,236</u>
							<u>\$9,578,896</u>

Summary of Security Transactions

During Year Ended September 30, 1957

	<i>Rights</i>	<i>Shares</i>	<i>Par</i>	<i>Book Amount</i>
Balance, October 1, 1956	15,000	2,432,737	\$109,349,773	\$180,270,824
Purchased, Transferred or Exchanged	330,006	371,619	42,163,800	53,804,322
Totals	345,006	2,804,356	\$151,513,573	\$234,075,146
Sold, Redeemed or Exchanged	321,006	372,839	40,071,703	49,765,326
Balance, September 30, 1957	24,000	2,431,517	\$111,441,870	\$184,309,820
Net Profit on Securities Sold, Redeemed or Exchanged				<u>\$7,978,427</u>

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

SCHEDULE B

Statement of Securities

As of September 30, 1957

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
U. S. Government			
Treasury			
3¼s, June 15, 1978-83	\$19,400,000	\$20,145,263	\$18,139,000
3s, Feb. 15, 1995	11,750,000	11,782,395	10,398,750
2¾s, Sept. 15, 1961	923,000	921,179	879,158
2½s, June 15, 1967-72	14,000	12,556	12,093
2½s, Dec. 15, 1967-72	24,000	21,495	20,700
2¼s, June 15, 1959-62	107,000	101,337	99,210
Treasury Notes			
3½s, May 15, 1960	3,000,000	3,045,141	2,953,200
Savings			
2½s, Ser. G, Jan. 1, 1958 (Reg.)	100,000	100,000	100,000*
2½s, Ser. G, Feb. 1, 1959 (Reg.)	100,000	100,000	100,000*
Treasury			
2½s, Investment Ser. A, Oct. 1, 1965 (Reg.)	250,000	250,000	232,458
Treasury Bills			
Oct. 17, 1957	1,000,000	995,001	998,536
Federal Land Banks			
3⅞s, Sept. 15, 1972	1,400,000	1,436,095	1,326,500
Totals	<u>\$38,068,000</u>	<u>\$38,910,462</u>	<u>\$35,259,605</u>
Allied Chemical & Dye Corp.,			
Deb. 3½s, April 1, 1978 (Reg.)	\$1,100,000	\$1,089,000	\$1,016,125
Aluminum Co. of Canada, Ltd.,			
S. F. Deb. 4½s, April 1, 1980	1,000,000	1,022,540	1,003,750
S. F. Deb. 3⅞s, May 1, 1970	842,000	854,630	802,005
American Telephone & Telegraph Co.,			
Deb. 4⅜s, April 1, 1985	1,000,000	1,012,140	968,750
Deb. 3⅞s, July 1, 1990	1,000,000	1,027,500	907,500
Deb. 3⅜s, Dec. 1, 1973	1,018,000	1,034,197	922,563
Deb. 2⅞s, June 1, 1987	275,000	279,875	207,625
Deb. 2¾s, Feb. 1, 1971	1,000,000	1,007,970	866,250
Deb. 2¾s, Oct. 1, 1975	552,000	551,539	452,640
Deb. 2¾s, Aug. 1, 1980	215,000	215,000	169,313
Bethlehem Steel Corp.,			
Cons. S. F. 2¾s, Ser. I, July 15, 1970	275,000	279,813	236,500
Buffalo Niagara Electric Corp.,			
1st 2¾s, Nov. 1, 1975	225,000	229,635	180,000

* Amount shown under market is maturity value.

Statement of Securities—*continued*

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Carolina, Clinchfield & Ohio Ry. Co., 1st 4s, Ser. A, Sept. 1, 1965	\$174,000	\$178,475	\$172,260
Chesapeake & Ohio Ry. Co., Ref. & Imp. 3½s, Ser. D, May 1, 1996	16,000	15,960	13,760
Chicago, Burlington & Quincy R. R. Co., Eq. 3¼s, Ser. B, Aug. 1, 1958 to May 1, 1967	1,457,856	1,420,243	1,457,856
Chicago & North Western Ry. Co., 2nd Eq. Tr. Ctfs. 2¾s, Aug. 1, 1959	190,000	188,745	178,201
2nd Eq. Tr. Ctfs. 2¾s, Aug. 1, 1960	210,000	207,493	190,428
Chicago & Western Indiana R. R. Co., 1st S. F. 4¾s, Ser. A, May 1, 1982	467,000	476,807	431,975
C. I. T. Financial Corp., Deb. 4¾s, July 1, 1970	1,000,000	976,250	976,250
Deb. 3½s, Sept. 1, 1970	500,000	492,875	447,500
Promissory Notes 3½s, April 15, 1959 (Reg.)	500,000	500,000	487,200
Columbia Gas System, Inc., Deb. 3¾s, Ser. F, April 1, 1981	750,000	748,164	652,500
Commerical Credit Corp., Notes 3½s, Feb. 1, 1976	6,000	5,640	5,310
Commonwealth Edison Co., 1st 3s, Ser. L, Feb. 1, 1977	250,000	260,625	211,563
S. F. Deb. 3s, April 1, 1999	392,000	404,544	297,920
Consolidated Edison Co. of New York, Inc., 1st & Ref. 3½s, Ser. L, May 1, 1986	5,000	4,725	4,250
1st & Ref. 3s, Ser. D, Nov. 1, 1972	290,000	293,045	249,763
1st & Ref. 2¾s, Ser. C, June 1, 1972	275,000	280,500	238,219
Consumers Power Co., 1st 2¾s, Sept. 1, 1975	11,000	9,749	9,034
Deere & Co., Deb. 2¾s, April 1, 1965	350,000	357,000	308,000
Detroit Edison Co., Gen. & Ref. 4¾s, Ser. P, Aug. 15, 1987 (Reg.)	1,000,000	1,000,000	1,000,000
Duke Power Co., 1st & Ref. 3½s, May 1, 1986	10,000	9,650	8,800
Florida Power Corp., 1st 3¾s, July 1, 1986	1,005,000	1,020,375	889,425
Food Machinery Corp., S. F. Deb. 2½s, March 15, 1962	350,000	353,063	315,000
Ford Motor Co., Promissory Notes 4s, Nov. 1, 1976 (Reg.)	2,500,000	2,500,000	2,266,250
Four Corners Pipe Line, Inc., Notes 5s, Sept. 1, 1982 (Reg.)	1,000,000	1,000,000	1,000,000
General Electric Co., Deb. 3½s, May 1, 1976	2,000,000	2,010,000	1,895,000
General Electric Credit Corp., Deb. 4½s, Dec. 31, 1966 (Reg.)	2,000,000	2,000,000	1,905,200
General Motors Acceptance Corp., Deb. 4s, July 1, 1958	890,000	890,000	885,283
Deb. 3¾s, Sept. 15, 1961	2,006,000	1,995,955	1,945,820
Deb. 3½s, Sept. 1, 1975	600,000	594,500	528,000

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Goodrich Co., B. F., Promissory Notes 3¼s, Sept. 1, 1977 (Reg.)	\$1,425,000	\$1,425,000	\$1,192,298
Household Finance Corp., S. F. Deb. 2¾s, July 1, 1970	425,000	427,550	342,656
Illinois Central R. R. Co., Eq. Tr. Ctfs. 2¼s, Ser. BB, Jan. 1, 1958	100,000	98,206	99,510
Eq. Tr. Ctfs. 2¼s, Ser. DD, May 1, 1958	121,000	119,393	119,621
Eq. Tr. Ctfs. 2¼s, Ser. BB, July 1, 1958	100,000	97,910	98,540
Eq. Tr. Ctfs. 2¼s, Ser. DD, May 1, 1959	66,000	64,736	63,848
International Bank for Reconstruction & Development 3½s, Jan. 1, 1969	500,000	506,250	470,000
3s, July 15, 1972	766,000	766,000	674,080
Louisville & Nashville R. R. Co., 1st & Ref. 3¾s, Ser. F, April 1, 2003	35,000	34,913	25,200
1st & Ref. 3¾s, Ser. I, April 1, 2003	965,000	962,875	694,800
Metropolitan Edison Co., 1st 2⅞s, Nov. 1, 1974	250,000	253,438	195,000
Minnesota Mining & Manufacturing Co., S. F. Deb. 2¾s, Oct. 1, 1967	257,000	258,928	228,730
Minnesota Power & Light Co., 1st 3⅞s, Sept. 1, 1975	285,000	293,725	230,850
National Cash Register Co., Conv. Deb. 4½s, Dec. 15, 1981	1,000,000	1,123,094	1,177,500
New England Telephone & Telegraph Co., Deb. 3s, Oct. 1, 1982	330,000	335,363	261,113
New York & Pennsylvania Co., Inc., 1st 3¼s, Oct. 1, 1965 (Reg.)	689,000	689,000	631,675
New York Power & Light Corp., 1st 2¾s, March 1, 1975	325,000	332,281	260,000
New York Steam Corp., 1st 3⅞s, July 1, 1963	225,000	238,781	215,438
New York Telephone Co., Ref. 4½s, Ser. J, May 15, 1991	1,000,000	991,250	988,750
Northern Pacific Ry. Co., Eq. Tr. Ctfs. 2¾s, March 15, 1960	80,000	79,309	75,904
Eq. Tr. Ctfs. 2¾s, June 15, 1960	170,000	167,387	160,463
Northern States Power Co., 1st 2¾s, Oct. 1, 1975	350,000	357,192	280,875
Oklahoma Gas & Electric Co., 1st 2¾s, Feb. 1, 1975	300,000	305,215	243,750
Oregon-Washington R. R. & Navigation Co., Ref. 3s, Ser. A, Oct. 1, 1960	644,000	663,185	610,190
Pacific Fruit Express Co., Eq. Tr. Ctfs. 2¾s, Ser. J, Feb. 1, 1958 (Reg.)	300,000	301,191	298,050
Eq. Tr. Ctfs. 2¾s, Ser. J, Feb. 1, 1959 (Reg.)	350,000	350,000	340,830

Statement of Securities—*continued*

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Pacific Gas & Electric Co.,			
1st & Ref. 3 $\frac{3}{8}$ s, Ser. Y, Dec. 1, 1987	\$1,000,000	\$1,027,500	\$830,000
1st & Ref. 3s, Ser. J, Dec. 1, 1970	12,000	10,920	10,440
1st & Ref. 3s, Ser. L, June 1, 1974	250,000	260,000	210,625
1st & Ref. 3s, Ser. M, Dec. 1, 1979	575,000	622,281	465,750
1st & Ref. 2 $\frac{7}{8}$ s, Ser. Q, Dec. 1, 1980	275,000	271,344	215,875
Pacific Telephone & Telegraph Co.,			
Deb. 4 $\frac{3}{8}$ s, Aug. 15, 1988	1,000,000	1,025,300	975,000
Deb. 3 $\frac{1}{2}$ s, Oct. 1, 1987	295,000	298,688	234,525
Deb. 2 $\frac{7}{8}$ s, Oct. 1, 1986	340,000	351,075	272,425
Panhandle Eastern Pipe Line Co.,			
Deb. 2 $\frac{1}{4}$ s, May 1, 1959	143,000	138,914	137,924
Deb. 2 $\frac{1}{4}$ s, May 1, 1960	132,000	127,068	124,370
Deb. 2 $\frac{1}{4}$ s, May 1, 1961	167,000	161,795	153,907
Pennsylvania R. R. Co.,			
Gen. 5s, Ser. B, Dec. 1, 1968	10,000	10,313	9,900
Eq. Tr. Ctf. 2 $\frac{1}{8}$ s, Ser. S, July 1, 1962	200,000	191,901	177,900
Philadelphia Electric Co.,			
1st & Ref. 2 $\frac{7}{8}$ s, Feb. 1, 1978	275,000	272,938	220,000
1st & Ref. 2 $\frac{3}{4}$ s, Nov. 1, 1967	273,000	274,883	239,558
Potomac Electric Power Co.,			
1st 3 $\frac{5}{8}$ s, June 1, 1991	5,000	4,775	4,250
Public Service Co. of Indiana, Inc.,			
1st 3 $\frac{1}{8}$ s, Ser. F, Sept. 1, 1975	245,000	251,027	202,125
Public Service Corp. of New Hampshire,			
1st 3 $\frac{7}{8}$ s, Ser. I, June 1, 1986	2,000	1,880	1,700
Public Service Co. of Oklahoma,			
1st 2 $\frac{3}{4}$ s, Ser. A, July 1, 1975	225,000	230,388	175,500
Public Service Electric & Gas Co.,			
Deb. 3 $\frac{1}{2}$ s, Oct. 1, 1975	1,000,000	1,027,500	890,000
Reynolds Tobacco Co., R. J.,			
Deb. 3s, Oct. 1, 1973	491,000	508,713	405,689
Sears Roebuck Acceptance Corp.,			
Sub. Deb. 4 $\frac{5}{8}$ s, May 1, 1977	1,400,000	1,386,000	1,331,750
Shell Caribbean Petroleum Co.,			
4s, Oct. 1, 1968 (Reg.)	4,200,000	4,200,000	4,019,400
Sinclair Oil Corp.,			
Conv. Deb. 4 $\frac{3}{8}$ s, Dec. 1, 1986	1,000,000	1,103,803	1,040,000
Skelly Oil Co.,			
Deb. 2 $\frac{3}{4}$ s, July 1, 1965	370,000	376,475	344,100
Southern Bell Telephone & Telegraph Co.,			
Deb. 4s, Oct. 1, 1983	1,000,000	1,005,450	950,000
Southern Pacific Co.,			
Eq. Tr. Ctf. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1967	200,000	201,345	181,740
Eq. Tr. Ctf. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1968	200,000	201,444	180,320
Eq. Tr. Ctf. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1969	200,000	201,540	178,960
Eq. Tr. Ctf. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1970	200,000	201,633	177,660
Eq. Tr. Ctf. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1971	200,000	201,722	176,440

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Southern Ry. Co., 1st Cons. 5s, July 1, 1994	\$1,000,000	\$1,333,176	\$1,056,250
Eq. Tr. Ctfs. 2½s, Ser. RR, June 15, 1958	125,000	125,810	123,450
Eq. Tr. Ctfs. 2½s, Ser. RR, Dec. 15, 1958	125,000	125,573	122,375
Eq. Tr. Ctfs. 2¾s, Ser. QQ, April 1, 1958	100,000	98,999	99,060
Eq. Tr. Ctfs. 2¾s, Ser. QQ, Oct. 1, 1958	150,000	148,425	147,210
Southern Ry. Co., Participation in sale agreement covering railway equipment 2.95%, Oct. 1, 1957-61	785,451	785,451	785,451*
Standard Oil Co. (N. J.), Deb. 2¾s, July 15, 1974	850,000	854,250	708,688
Superior Oil Co., Deb. 3¾s, July 1, 1981	1,000,000	1,000,000	920,000
Swift & Co., Deb. 2½s, Jan. 1, 1972	101,000	101,505	81,305
Tennessee Gas Transmission Co., Deb. 4½s, Jan. 1, 1977	1,000,000	1,022,701	900,000
Deb. 4¼s, Sept. 1, 1974	935,000	991,147	822,800
1st 3½s, Sept. 1, 1971	471,000	470,689	409,770
1st 2¾s, April 1, 1966	219,000	222,285	186,150
Texas Electric Service Co., 1st 2¾s, March 1, 1975	285,000	287,850	228,000
Thompson Products, Inc., Conv. Deb. 4¾s, Aug. 1, 1982	133,000	133,000	144,970
Tide Water Associated Oil Co., S. F. Deb. 3½s, April 1, 1986	1,000,000	1,000,000	850,000
Trunkline Gas Co., 1st 3¾s, Nov. 1, 1975 (Reg.)	983,000	983,000	855,210
United Biscuit Co. of America, Deb. 2¾s, April 1, 1966	135,000	137,888	114,750
Utah Oil Refining Co., Promissory Notes 3.05s, March 1, 1970 (Reg.)	1,000,000	1,000,000	850,400
Virginia Electric & Power Co., 1st & Ref. 2¾s, Ser. E, March 1, 1975	275,000	279,813	220,344
West Penn Power Co., 1st 3½s, Ser. I, Jan. 1, 1966	325,000	344,775	312,000
1st 3s, Ser. L, May 1, 1974	275,000	288,621	225,500
Totals	<u>\$66,922,307</u>	<u>\$67,923,967</u>	<u>\$61,384,975</u>
Totals, Bonds	<u>\$104,990,307</u>	<u>\$106,834,429</u>	<u>\$96,644,580</u>
<i>Mortgage</i>			
Abilene AFB Housing, Inc., 4% Mortgage Notes, 9/1/57-82	<u>\$6,451,563</u>	<u>\$6,584,101</u>	<u>\$6,451,563*</u>

* Amount shown under market is maturity value.

Statement of Securities—*continued*

<i>Preferred Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Appalachian Electric Power Co., (cum.) 4½%	1,859	\$212,151	\$167,310
Atchison, Topeka & Santa Fe Ry. Co., (non-cum.) 5%	30,000	271,487	273,750
Bethlehem Steel Corp., (cum.) 7%	2,500	300,156	360,000
Carrier Corp., (cum.) 4½%	5,700	302,091	228,000
Cleveland Electric Illuminating Co., (cum.) \$4.50	2,100	232,833	196,875
Connecticut Light & Power Co., (cum.) \$2.	5,500	295,354	209,000
Dayton Power & Light Co., (cum.) "A" 3.75%	440	44,000	33,880
General Motors Corp., (cum.) \$5.	5,000	501,939	531,250
Hartford Electric Light Co., (cum.) 3.90%	2,200	110,000	83,600
Kansas Power & Light Co., (cum.) 4½%	2,300	257,017	216,200
Monongahela Power Co., (cum.) 4.40%	2,750	306,795	228,250
New York State Electric & Gas Corp., (cum.) 3.75%	2,700	265,725	197,100
Niagara Mohawk Power Corp., (cum.) 3.90%	2,140	222,560	162,640
(cum.) 3.60%	2,300	236,555	158,700
Northern States Power Co., (cum.) \$3.60	1,130	116,108	80,795
Ohio Edison Co., (cum.) 3.90%	2,800	287,350	224,000
Ohio Power Co., (cum.) 4½%	1,300	148,830	115,050
Pacific Gas & Electric Co., 1st (cum.) 5% Redeemable	21,000	552,493	506,625
Public Service Co. of Colorado, (cum.) 4¼%	1,400	140,000	113,400
Public Service Co. of Oklahoma, (cum.) 4%	1,500	154,125	109,500
Public Service Electric & Gas Co., (cum.) 4.08%	2,340	238,680	187,200
South Carolina Electric & Gas Co., (cum.) 5%	3,300	173,468	141,900
Southern California Edison Co., (cum.) 4.32%	6,200	178,350	130,200
Union Electric Co., (cum.) \$4.50	1,300	148,782	115,700
U. S. Steel Corp., (cum.) 7%	3,500	484,552	499,625
Virginia Electric & Power Co., (cum.) \$5.	1,900	230,733	191,900
Totals, Preferred Stocks	115,159	\$6,412,134	\$5,462,450

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Allied Chemical & Dye Corp.	12,761	\$539,877	\$979,407
Aluminium, Ltd.	32,400	542,187	1,178,550
Aluminum Co. of America	6,000	136,751	455,250
Amerada Petroleum Co.	3,900	516,692	434,850
American Brake Shoe Co.	11,000	526,260	508,750
American Gas & Electric Co.	44,128	622,103	1,478,288
American Telephone & Telegraph Co.	18,800	2,728,969	3,160,750
American Viscose Corp.	18,000	703,889	625,500
Atchison, Topeka & Santa Fe Ry. Co.	70,000	761,954	1,470,000
Babcock & Wilcox Co.	5,300	75,852	168,275
Bankers Trust Co.	12,500	687,343	779,688
Bendix Aviation Corp.	7,050	140,163	331,350
Bethlehem Steel Corp.	66,000	1,102,321	2,730,750
Borg-Warner Corp.	19,800	450,690	712,800
Carrier Corp.	1,400	81,572	55,825
Caterpillar Tractor Co.	20,800	361,083	1,560,000
Central & South West Corp.	51,600	1,477,289	1,947,900

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Champion Paper & Fibre Co.	23,000	\$671,542	\$793,500
Chesapeake & Ohio Ry. Co.	16,000	1,097,954	916,000
Christiana Securities Co.	115	640,320	1,380,000
Consolidated Edison Co. of New York, Inc.	23,000	949,630	966,000
Continental Can Co., Inc.	27,000	858,315	1,171,125
Continental Oil Co.	24,000	237,998	1,278,000
Crown Zellerbach Corp.	18,000	420,659	801,000
Dow Chemical Co.	10,404	372,157	546,210
Dresser Industries, Inc.	12,000	618,506	540,000
Du Pont de Nemours & Co., E. I.	7,500	323,364	1,329,375
Eastern Gas & Fuel Associates	25,500	929,298	790,500
Eastman Kodak Co.	15,655	418,864	1,440,260
Firestone Tire & Rubber Co.	15,000	542,208	1,290,000
Florida Power & Light Co.	30,000	707,424	1,470,000
General Electric Co.	80,000	871,281	4,810,000
General Motors Corp.	70,000	570,989	2,808,750
General Portland Cement Co.	18,100	1,014,141	986,450
Goodrich Co., B. F.	27,000	271,891	1,758,375
Goodyear Tire & Rubber Co.	17,000	829,776	1,362,125
Guaranty Trust Co. of New York	4,200	196,430	281,400
Gulf Oil Corp.	15,000	515,271	1,942,500
Halliburton Oil Well Cementing Co.	25,000	495,716	1,587,500
Ingersoll-Rand Co.	36,000	593,425	2,628,000
Inland Steel Co.	15,500	835,704	1,313,625
International Business Machines Corp.	3,186	806,561	957,393
International Nickel Co. of Canada, Ltd.	10,000	360,550	795,000
International Paper Co.	11,355	516,133	993,563
Island Creek Coal Co.	15,000	790,071	571,875
Johns-Manville Corp.	27,000	529,693	1,107,000
Joy Manufacturing Co.	13,000	908,941	672,750
Kaiser Aluminum & Chemical Corp.	50,000	521,832	1,550,000
Kennecott Copper Corp.	20,800	944,678	1,882,400
Lehigh Portland Cement Co.	20,900	878,365	579,975
Libbey-Owens-Ford Glass Co.	8,000	146,866	616,000
Louisiana Land & Exploration Co.	48,000	1,086,259	1,956,000
Louisville Gas & Electric Co.	20,200	527,784	517,625
Minneapolis-Honeywell Regulator Co.	10,500	276,500	912,188
Monsanto Chemical Co.	25,500	608,849	822,375
Montana Power Co.	21,000	702,737	876,750
National Bank of Detroit	6,000	392,890	324,000
National Cash Register Co.	10,000	262,881	568,750
National Gypsum Co.	20,220	925,359	796,163
National Lead Co.	21,420	114,800	2,195,550
Newmont Mining Corp.	10,605	736,298	922,635
Niagara Mohawk Power Corp.	37,000	1,044,868	1,049,875
Norfolk & Western Ry. Co.	20,000	1,354,071	1,210,000
Northern Natural Gas Co.	10,400	362,514	513,500
Northwest Bancorporation	4,950	360,771	323,606
Pacific Gas & Electric Co.	25,000	928,785	1,140,625
Panhandle Eastern Pipe Line Co.	28,700	350,607	1,269,975
Phelps Dodge Corp.	42,200	1,006,914	1,935,925
Pittsburgh Plate Glass Co.	8,000	229,791	546,000
Procter & Gamble Co.	16,000	365,301	800,000
Puget Sound Power & Light Co.	33,500	842,426	808,188
Seaboard Oil Co.	7,100	205,753	514,750
Sears, Roebuck & Co.	30,000	224,676	813,750

Statement of Securities—*continued*

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Shell Oil Co.	19,800	\$650,414	\$1,485,000
Sinclair Oil Corp.	16,500	839,879	895,125
Socony Mobil Oil Co., Inc.	53,000	1,606,326	2,769,250
Southern California Edison Co.	35,000	1,523,379	1,614,375
Southern Ry. Co.	20,000	329,188	705,000
Southwestern Public Service Co.	25,000	686,997	762,500
Square D Co.	30,000	956,462	795,000
Standard Oil Co. of California	14,000	240,802	707,000
Standard Oil Co. (Indiana)	55,000	2,810,937	2,426,875
Standard Oil Co. (N. J.)	77,179	672,406	4,350,966
Texas Co.	25,000	234,449	1,637,500
Texas Utilities Co.	20,000	759,030	840,000
Thompson Products, Inc.	18,700	338,822	1,044,863
Union Carbide Corp.	15,000	321,053	1,586,250
Union Electric Co.	51,400	573,313	1,362,100
United Gas Corp.	33,000	558,273	1,027,125
United Gas Improvement Co.	11,000	205,669	379,500
U. S. Foil Co., Inc. "B"	16,200	650,202	481,950
U. S. Plywood Corp.	22,980	682,513	689,400
U. S. Steel Corp.	57,000	1,407,180	3,384,375
Utah Power & Light Co.	28,000	690,039	619,500
Virginian Ry. Co.	16,250	499,609	536,250
West Virginia Pulp & Paper Co.	10,400	613,287	371,800
Westinghouse Electric Corp.	20,000	471,844	1,192,500
Weyerhaeuser Timber Co.	20,000	154,395	682,500
Wisconsin Electric Power Co.	14,000	250,306	411,250
Totals	<u>2,316,358</u>	<u>\$64,479,156</u>	<u>\$116,070,768</u>

<i>Rights</i>	<i>Rights</i>	<i>Approximate Market Quotations</i>
Continental Oil Co.	<u>24,000</u>	<u>\$7,920</u>
Totals, Common Stocks		<u>\$116,078,688</u>

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

SCHEDULE C

Administrative Expenses

For the Year Ended September 30, 1957

Salaries	\$290,187
Insurance and Employee Benefits	33,437
Pensions	24,461
Custody of Securities	26,736
Auditing	3,000
Investment Service	61,508
Legal Services	4,703
Rent	65,427
Office Equipment and Maintenance	17,405
Office Supplies	4,664
Telephone, Telegraph and Postage	13,225
Annual and Quarterly Reports	28,658
Duplicating Services	5,052
Review of Proposals and Grants	7,348
Travel	31,670
Miscellaneous	31,891
Total	<u>\$649,372</u>
Charged to United States	\$604,372
Charged to British Dominions and Colonies	<u>45,000</u>
	<u>\$649,372</u>



THE CARNEGIE PHILANTHROPIES

In 1889, Andrew Carnegie declared in the *North American Review* that a man of wealth was duty bound to consider his surplus wealth as trust funds; further, he had a responsibility to administer those funds so that they produced the most beneficial results for the community.

Mr. Carnegie worked energetically for almost thirty years at putting this gospel of wealth into practice. He set out to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in this country and the British Empire helped to make his idea of the free public library as the people's university a reality. In all, 2507 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

He set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created the Carnegie Foundation for the Advancement of Teaching, primarily as a pension fund for college teachers, to lessen some of the economic hazards of this profession. He regarded war as a blot on civilization. To work for its abolition, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United

Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, he created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement and diffusion of knowledge and understanding among the people of the United States and the areas then known as the British Dominions and Colonies. The Corporation was the culmination of his program of giving. He died in 1919, having made a memorable demonstration of responsible stewardship of wealth.

Each of the Carnegie agencies has its own funds and trustees. Each is independently managed, with the exception of the Carnegie Foundation for the Advancement of Teaching, which shares Carnegie Corporation's offices and has the same officers.

Date Due

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TRENT UNIVERSITY



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Carnegie Corporation of New York
Annual report

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